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ABSTRACT

This laboratory manual is designed to prepare postsecondary students for working with children in a child care setting. The experiences in each unit are intended to enhance students' knowledge of and skills in working with children. The workbook is organized in five units covering the following topics: social influences on children and families; cultural influences on children and families; family dynamics; children and families in change; and the family in the community. Each unit includes performance objectives, an overview, references for further information, laboratory experience, a self-evaluation form, and a participation evaluation form. Guidelines for a successful laboratory experience are provided. The manual also contains a glossary and a 17-item bibliography. (KC)

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Children, Families, and Society

Student Laboratory Manual

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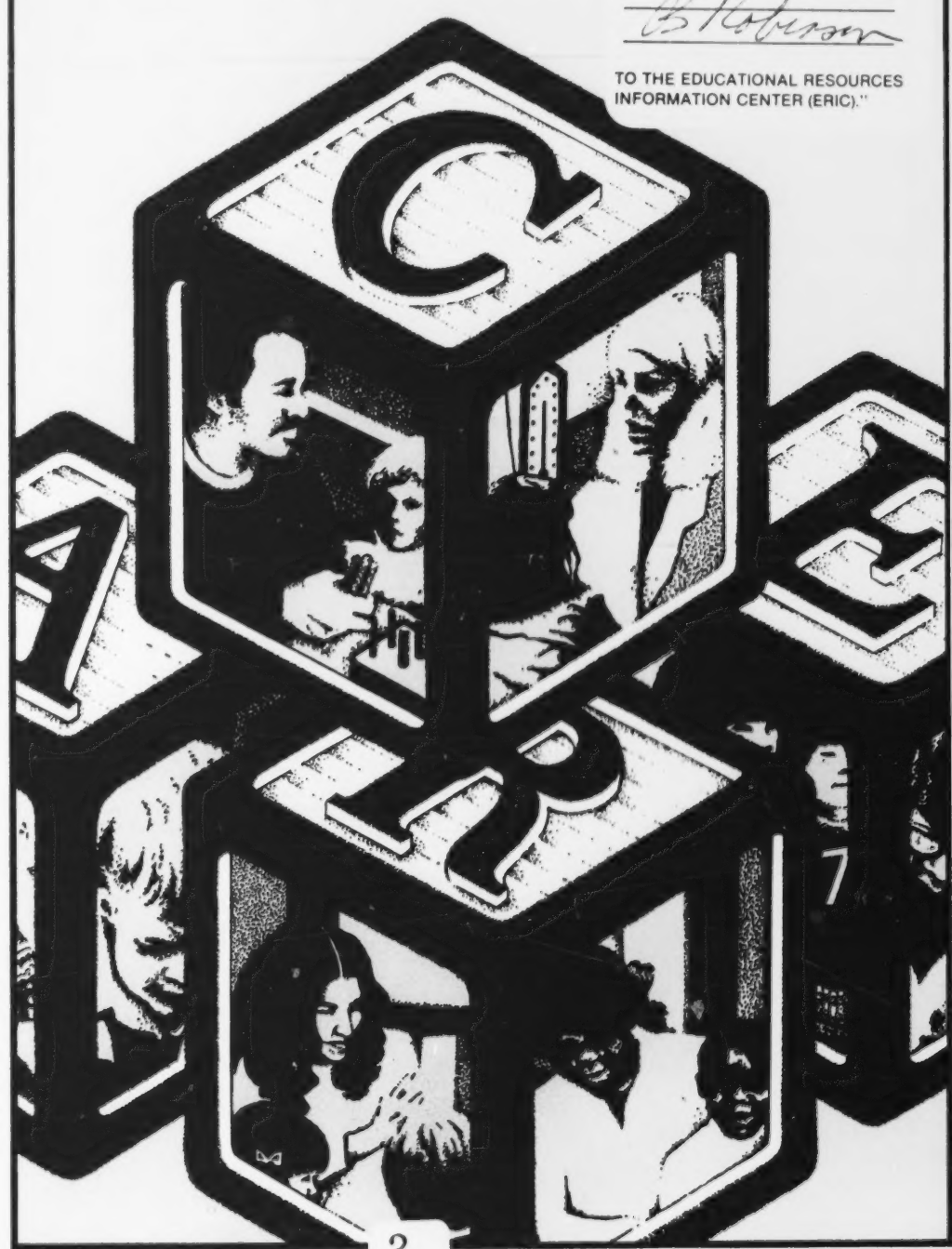
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Children, Families, and Society

Student Laboratory Manual

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List of Learning Objectives

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COMPLIANCE STATEMENT

TITLE VI, CIVIL RIGHTS ACT OF 1964; THE MODIFIED COURT ORDER, CIVIL ACTION 5281, FEDERAL DISTRICT COURT EASTERN DISTRICT OF TEXAS, TYLER DIVISION

TITLE VII, CIVIL RIGHTS ACT OF 1964; EXECUTIVE ORDERS 11246 AND 11375; TITLE IX, 1973 EDUCATION AMENDMENTS; REHABILITATION ACT OF 1973 AS AMENDED; 1974 AMENDMENTS TO THE WAGE-HOUR LAW EXPANDING THE AGE DISCRIMINATION IN EMPLOYMENT ACT OF 1967; AND VIETNAM ERA VETERANS READJUSTMENT ASSISTANCE ACT OF 1972 AS AMENDED IN 1974.

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Introduction

People who care for or work with children are better equipped when they understand the impact of social and cultural factors on families and children. Competent caregivers understand interaction and change within families and the resulting effect on children. A knowledge of these factors helps caregivers work more effectively with children.

Children, Families, and Society is designed to prepare you for working with children in a child care setting. The experiences in each unit are intended to enhance your knowledge of and skills in working with children. The laboratory (lab) experiences require you to observe and participate in the care and education of young children.

The manual is divided into five units plus a glossary and a bibliography. Each unit includes: Performance Objectives, An Overview, and Lab Experiences. The first page of the unit lists the performance objectives. The objectives list what you should be able to do after you finish the unit. The unit overview gives information on the unit topic. At the end of the overview several books are listed. Read these references for more information. The lab experiences provide opportunities for you to observe and participate in activities related to the unit topic in a child care setting. Observation experiences require you to observe young children and their caregivers. Participation experiences require you to plan activities and work directly with the children. Each unit includes self-evaluation forms as well as forms for instructor evaluation.

Children, Families, and Society is a workbook. Write your descriptions of the lab experiences in the manual. These lab experience reports may be turned in to your instructor for evaluation and feedback. This manual will assist you in gaining knowledge, skills, and positive attitudes about young children in group care settings. The classroom learning experiences provided by your instructor and your reading assignments will also help you become a competent caregiver of young children.

*The term *child caregiver* as used in this manual refers to any individual who has responsibility for the direct care of children. This includes parents, early childhood educators, personnel in child care settings, siblings, grandparents, etc.

Guidelines for a Successful Lab Experience

You and your instructor will work together to decide which laboratory (lab) experiences you will do in each unit. Labs may be modified to meet the needs of your individual situation. Some courses may allow enough time for you to complete most of the lab experiences. Whichever activities you do, the following guidelines will help you have successful lab experiences.

1. Before beginning to work in the lab, obtain a copy of your state's licensing standards for child care centers. Familiarize yourself with the guidelines regarding the guidance or discipline of young children. Observe these guidelines carefully as you work with young children.
2. *Always read the unit overview and assigned readings.* You will need an understanding of the topic before you begin your observation and participation experiences.
3. *Notice the learning objective of each lab experience before beginning the experience.* The learning objective tells you the purpose of the lab experience. Reaching this learning objective will help you achieve one of the performance objectives at the beginning of the unit.
4. *Read and follow the directions for each lab experience carefully.* When you have completed the experience, answer the key questions for the lab experience.
5. *Plan ahead.* Work with your course instructor to plan which lab experiences you will complete and where they will be carried out. Work also with the caregiver of the children with whom you will be carrying out your lab assignment. Together, plan the date, time, and group of children with whom you will work. Get both your instructor's and the caregiver's approval for the lab experience you are planning. Be sure that both your instructor and the children's caregiver know what you will be doing each time you visit.
6. *Be reliable.* If you are scheduled to be at the child care center to conduct an experience with the children, be sure to arrive on time and follow through with your plans. Most

experiences will take 30 to 60 minutes depending on whether you are participating or observing.

7. *If you are already employed at a child care center, work with both your instructor and your center director to schedule your lab experiences. You may be able to complete some of the experiences with your own group of children. If you need to visit other rooms in your center or another center, you will want to check this out with your instructor and the director.*

**Performance
Objectives**

**Social Influences
on Children and Families
Unit I**

Social Systems

- Identify the basic social institutions.
- Explain the relationships among children, families, and other social institutions.

The Family Institution

- Describe the functions of the family institution.
- Examine variations in families.
- Define family.

An Overview

Children are part of families, families part of communities, and communities part of societies. Every society in order to understand how social and cultural forces affect children, we must understand how children, families, and society are related to each other. This unit will review the ways in which a society's culture and its social institutions affect children and their families. The family as an institution will be discussed, and the various family forms will be introduced. An understanding of how cultural norms are passed on to children is important to any person working with children and their families.

Social Systems

Children grow up in social systems which include their families, schools, neighborhoods, religious organizations, friends and communities. These social systems are organized in special ways that affect how children develop. Children learn how these social systems work and how they relate to these systems through a process called *socialization*. This is a process by which people acquire the beliefs, attitudes, values, customs, and expectations of a social group. This process of socialization allows children to function as members of a society.

Society and Culture

Human beings are social by nature. They live in societies and share cultures. A *society* is a group of people who live in a certain geographical area and who share a common heritage. This heritage, or *culture*, is a way of life that is shared with other members of the society. It includes the objects people use, such as televisions, hamburgers, and blue jeans. These objects from western, technological societies may not be understood in cultures which regularly use oxen yokes, loin cloths, or baked lizards. Culture also includes patterns of behaving, thinking, and feeling that are learned from and shared with other members of the society. Some examples may include clothing preferred, holidays observed, music enjoyed, and religious beliefs.

Cultural Expectations. Culture is made up of things that we expect from ourselves and from others. In some cultures, adults expect children to look them in the eye when they are

being scolded. If they look away, adults think it means they are not paying attention. However, in other cultures, children are expected to look away when being scolded. If they look the authority in the eye, it is interpreted as a sign of disrespect. Children learn what is expected from them by interacting with their families and other members of the society.

Culture is passed on and changed through *social interaction*, as people act and react to each other. Successful interactions with other people depend on how well each person understands what others expect. When we share expectations, it is easier to act and react in ways that make sense to each other. When people expect different things, it takes more effort to understand each other and to act in ways that are satisfying to everyone.

Norms. There are many things we expect ourselves and other members of our own society to do. For instance, we expect people to wear clothes made of fabric and to sleep in beds. We expect our government to change hands through voting, and we expect to pay money for goods and services we get from others. We expect to have to go to school in order to be able to function in society, and we expect children to live with their parents. When expectations are shared by most others in the society, they are called *norms*. Different societies share different norms.

People who behave according to the norms of a society will know how to act toward each other in certain situations. Norms also help us to understand what those actions mean. For example, our society shares the belief that an open, waving hand is a friendly gesture. We do not have to spend time wondering what this gesture means. We automatically respond with another friendly symbol, such as a wave or a smile. In cultures where hand waving is a symbol of attack, the automatic response is to run or prepare to fight. Without social norms, people would be very confused, and they would be unsure of how to act and react in their daily lives.

Status and Role. Our expectations of people may depend on the *status*, or position they hold in society. For instance, a person who has the status of "mother" is expected to do and not do certain things. She has certain privileges and certain obligations in society because of her status. This set of norms, or expected behaviors, for a status is called a *role*.

Some norms are considered to be more important than others. When a norm is very important to a society, it is usually made into a law. When people stray from their role expectations, other members of the society try to make them conform to the norms. They may do this informally by praise and smiles or by ridicule and dirty looks. Or, members of the society may use more formal methods like public recognition or prison to encourage people to conform to social norms.

For example, in our society, parents are expected to guide, but not beat, their children. When parents do what is expected of them, their friends and acquaintances let them know informally what a good job they are doing. Or, they may even be rewarded formally with things like awards for being Parents of the Year. On the other hand, when parents punish their children too harshly, friends may begin to informally encourage the parents to go easier. If the punishments become very severe, people interpret the behavior to be abuse, which is against the law. Society then punishes the parents.

All statuses, such as father, aunt, teacher, employee, brother, voter, etc., have role expectations. Some have more room for personal expression than others. There are many acceptable ways to perform the role of mother in our society, but the behavior expected from a voter is more rigid. Social systems are made of statuses and accompanying roles.

Social Institutions

Any society is based on the social systems we call *social institutions*. The word "institution" can mean a place where people go to live or work or study. However, a *social institution* is a more abstract concept. It is a system of statuses and roles organized around activities important to the society. When an activity is governed by social norms, we say the behavior has become "institutionalized". This lets people know generally what to expect from others in certain situations.

Modern societies have at least five basic institutions which involve activities important to the survival of a society:

- Government
- Economy
- Religion
- Education
- Family

Different societies may have different ways of meeting the needs of their members. Other cultures may have sets of statuses and role expectations that are different from those in our own society. But the main *function*, or purpose, of these institutions are the same in all societies.

Governmental Institutions. Institutions that allow people to know who has legitimate power are called governments. In our society, this is done by voting. Other societies may transfer power by military force or by letting special committees pick their leaders. Regardless of how power is gained, all societies have a system of statuses (ex: political candidates, kings, etc.) and norms that tell people in those positions how to act in their roles (ex: candidates can "sling mud," but cannot shoot each other).

Economic Institutions. The economy is the system of roles and statuses which allows production, distribution, and consumption of goods and services. The norm in our society is private or corporate ownership of factories and farms where goods are produced (*capitalism*). In other societies, the government owns these (*socialism*). Paper money, livestock, or shells can be traded for goods and services, depending on what members of the society have agreed is valuable.

Religious and Educational Institutions. Other systems of statuses and roles are also important. *Religious* activities give meaning to life. (These may involve preachers and church buildings, witch doctors and sacred mountains, or simply a philosophy of life.) *Educational* institutions teach people what they need to know in order to live in their society. (This learning might take place with teachers in school buildings, with fathers in the fields, or during apprenticeships with skilled craftsmen.)

Family as an Institution. The family brings new members into the society, and it gives shelter, protection, and socialization to members of all ages. When speaking of the family as an institution, we are not talking about any one family. We are referring to the system of statuses and roles that are generally expected of families in a society. This institution can meet society's needs in different ways.

For example, in some societies, a parent's brother is an uncle only if he is from the father's side of the family. Mother's brothers are not considered to be kin. In other cultures, the biological father is not a part of the family. Instead, the mother's brother is considered to be the child's social father. So, families are defined more by culture than by biology. The society's norms determine who is or is not part of the family.

In our society, the family institution includes the statuses of father, mother, brothers, and sisters from both sides of the family; it includes grandparents, aunts, uncles, nieces, nephews, cousins, in-laws, great grandparents, great aunts and uncles, and second and third cousins. With the high rate of remarriage, the step relations of blended families are becoming more common in each of these positions, too.

The institution of the family is also made up of the roles for each of these positions. For instance, in our society, their roles allow mothers-in-law and sons-in-law to talk to each other. However, in some societies, the norms do not allow this. In our society, mothers and fathers are expected to be responsible for the care of their children. In other societies, the primary care of the children may fall to grandparents or other caregivers.

Family as The Primary Institution. Regardless of the type of social system, in all societies, the most basic institution is the family. It is called the primary institution for several reasons.

First, from a historical viewpoint, all other institutions develop from the family as society becomes more complex. Primitive societies do not need any special systems of statuses and roles apart from those of the family. The family performs all the government, economic, religious, and educational functions.

Another reason the family is called the primary institution is because it is the first system of roles and statuses with which the child comes in contact. And, it remains the most important institution in many ways. Throughout our lives, most of us are members of some type of family. The family roles provide the most freedom for personal expression, and these relationships are the most emotional. Finally, the family actually "filters" the experiences we have with the other social institutions. A family's socioeconomic status, view of education, religious beliefs, and political leanings all have a profound effect on a child's development.

Cultural Integration and Change

These social institutions of family, government, religion, education and the economy do not stand alone. They are always related to each other, forming an integrated social system called society. The family's system of roles and statuses affect and are affected by all the other institutions. For instance, families play a role in the educational institution. Parent meetings and teacher conferences are just two of the many times when the family and education are connected. Problems occur when these connections do not fit together smoothly.

Cultural Change. Because institutions are interrelated, change in one area causes change in others. For instance, in our society the role of mother has been affected by the economy. In part, because the cost of living has risen, more women now work outside the home. Their increased economic power gives them more political power. The need for better education also increases. These changes have altered the meaning of many women's lives, perhaps making them question old beliefs and norms. Certainly their relationships with other family members have begun to change.

Role expectations for a status may change as other parts of society change. For instance, as a society's technology changes, relationships between people change. Advances in birth control helped husbands and wives to plan their families more carefully and to have smaller families. Small families relate to each other differently than large families. Also, when television was introduced, the relationships between husbands and wives and between parents and children began to change. They stopped expecting family activities to entertain them every evening. This is another way of saying that some of their role expectations changed.

The norms of modern society are always changing. Sometimes this creates confusion because people are not sure how to act any more. For instance, when most wives were full-time homemakers, everyone expected them to be responsible for keeping the house clean. Others might help out, but it was "her" job. Now, as the majority of women work outside the home for personal and/or financial reasons, the norms are changing. Many people now expect the husband to be equally responsible for cleaning when the wife works outside the home, but others still expect the wife to do this.

Role Negotiation. When people in relationships have different expectations, they must *negotiate* their roles. When husbands and wives, parents and teachers, or workers and bosses expect different things, they must look at their roles together. They must negotiate who should do what and when they should do it. Discussion, argument, and compromise are some of the ways roles can be negotiated. When a role is being negotiated by many individuals in a society, the social norms governing that role begin to change.

When role expectations seem unfair, people may try to force those norms to change by changing laws. Before the 1960's, in some parts of the United States, black people were expected to be segregated from white people in public places. By law, neither black adults nor children could use such facilities as schools, restaurants, water fountains or restrooms used by white people. They could not legally use facilities for "whites only," even when those for blacks were not available. This meant that children were often denied food, water and other necessities of life. Civil rights protestors insisted these expectations were morally wrong in a democratic society. As these laws were changed, the role expectations for blacks began to change.

Family roles can also change in this way. Recently, many people have wanted stricter laws against child abuse. In our society, more people are expecting every adult, not just parents, to be concerned with the welfare of each child. In the past, people felt like they were "interfering" in a parent's business (or role) by reporting abuse. But now it is against the law in most states to suspect abuse or neglect and *not* report it to state officials.

The Family Institution

We have discussed how the family as an institution lets members of the society know what to expect from individual families. This system of statuses and roles is also known as the family *structure*, or form. The family can take many forms while fulfilling the same purposes, or *functions*.

Family Functions

As stated before, a family institution is any system of statuses and roles centered around bringing new members into the

society while sheltering, protecting, and socializing other members. These activities around which the statuses and roles are centered are called the functions of the family. All families in all societies provide these basic functions. There are additional functions that some societies expect of their families, while other societies see them as unimportant.

Some of the functions of families include:

- Sexual regulation and reproduction
- Socialization and education
- Assigning social roles
- Recreation
- Protection
- Religious instruction and practice
- Economic production or consumption
- Giving emotional, economic or physical security
- Companionship and affection

Different societies emphasize different functions. Also, within any one society, different families emphasize different functions. When a spouse does not help toward providing the expected family functions, it is considered by a society to be a "failed" marriage. For instance, in societies where the sexual regulation function is very important and the norm is monogamy, an extramarital affair would be immediate grounds for ending the marriage. In a society where economic security is one of the main reasons for marriage, divorce is obtained when that financial security is not provided.

Some people in our society are afraid that the institution of the family is dying. The family is not dying, but changing. Some functions which used to be important are no longer expected to be central goals of the family. Other functions are becoming more important than they used to be. For example, companionship and affection may be even more important in today's family than in the past. As the emphasis on different functions change, the family's structure changes as well. That is, the statuses and role expectations change. For example fathers and mothers may be expected to give each other and their children more attention and affection than in the past.

In our society, many family functions are now also being handled by other institutions. For instance, we expect the police to protect us, we expect TV or organized sports to give us recreation, and we expect the schools and the peer group to educate and socialize our children. The family functions which seem to be the most important in our society are those having to do with making the individual feel loved, wanted, and valued as a person. When a marriage no longer provides these feelings, the lost feelings are acceptable grounds for divorce. This change is seen in the new no-fault divorce laws.

How the family provides these functions changes over time. In the past, the family was the main source of recreation for children. Now, TV, school, or other organizations provide most of the recreation for children in our society. The reproductive function has changed, too, with families having fewer children. When goods were produced by family units (like on farms), more children meant more workers and a better living. Now, production is done outside the home, and families consume rather than produce goods. More children means more consumers and greater financial burdens for the family. Also, because the focus is upon consuming goods, more wives find it necessary to work outside the home in order for the family to achieve a standard of living based on consumption.

Because the importance of many of these functions are still in the process of changing, some couples may disagree about the basic function of the family. If one spouse believes the most important function of a family is companionship and the other one believes it is more important for a family to provide economic security for its members, then that couple is going to have problems. Just as the roles of the family must be negotiated, sometimes the functions, or goals of the family must be negotiated.

Family Variations

There are many family forms. Families may be *nuclear families*, which are made up of one or both parents and their children. Or, they may be *extended families*, which are made up of the nuclear family plus other relatives such as grandparents, aunts and uncles, etc. Another way of looking at families has to do with the *family of origin* vs. the *family of procreation*. The family we are born into is called the family of origin, while the family we create when we marry and have children is called the family of procreation.

Marriage Patterns. There are different forms of marriage. In *monogamy*, a person has only one spouse that is recognized by society. In *polygamy*, more than one spouse can be acknowledged by society. Monogamy has traditionally been the norm in our society, but some argue that *serial monogamy* is becoming more accepted. In this form of marriage, a person is expected to be monogamous, but is also expected to marry several times. When many people *expect* to be married, divorced, and remarried, then it will be a normative marriage pattern in our society. Presently, our society only recognizes marriages which have gone through legal or religious channels. *Cohabitation*, or living together, is not recognized as marriage unless it meets the legal criteria for a common law marriage. For many people, cohabitation is an acceptable alternative to or prelude to marriage. More of these couples are also having children without marrying.

Mate Selection. People are expected to look for mates from socially approved sources. There are norms that tell us from which groups we can choose mates and from which groups we cannot choose mates. In some societies people may marry only within their own group (*endogamy*); in other societies people may marry only outside their own group (*exogamy*). In our society we are expected to marry someone within our own social class, within the same religion, and within the same race. The *incest taboo*, an important norm that prescribes exogamy, tells us that we are expected to find a mate from outside our own families.

Other societies have other rules. For instance, interracial marriage is acceptable in many societies, and in some cultures, mates have to be chosen from outside of the community as well as the family. Of course, norms in our own society continue to change, and these rules are not as strong as they used to be. For example, state laws against marriage between blacks and whites were all changed by the 1970's.

The most common reason given for following the norms about marriage has to do with children. People expect children to suffer when parents do not follow the norms of the society. The main reason children suffer is because people often show their disapproval of the parents' actions by being unkind to their children. As a behavior becomes more acceptable, people stop making these children feel like there is something wrong with them, and the children stop suffering. Adults working with children should never make them feel responsible for the choices of their parents.

Patterns of Descent Residence and Authority. There are other family patterns which affect the structure of the family. One of these is the pattern of descent used by a society. Who we say our relatives are depends on how our society expects people to trace their heritage. We can trace these lines of descent through the men in our family, through the women, or through both sides of the family.

When couples marry, they are expected by society to live in certain places. The norm might be for them to live with the groom's family, the bride's family, or to set up a household of their own. Finally, someone in the family is expected to make the major decisions. Societies may expect the head of the household to be the father, the mother, or the couple may be expected to make decisions together or equally.

Families in the United States. These different patterns show the diversity of family forms possible. The expected family patterns in our society mold couples who expect to be monogamous, to live apart from their parents, and to share decisions equally. They will teach their children that their heritage comes from both the mother's and the father's sides of the family. However, while these may be the norms, the expectations may not always be realized.

In our society, there are many types of families. In the families forms already discussed, it is implied that the family is made up of both husband and wife. However, single parent families are widespread in our society as more people are divorced. Divorce has also increased the likelihood of living in stepfamilies which include a stepparent and perhaps stepchildren. Biological fathers may or may not continue to be a part of their children's family life.

Most single parent families are headed by women. In many of these cases, the children's fathers refuse to pay the child support awarded by the court. Since women are often unable to make salaries as large as men, many of these families live at or near the poverty level. To ease the economic strain, they may move in with other family members or with another single parent family.

It is becoming more popular for a couple to remain childless or to put off having children until later in life. One child families are being seen more often. More unmarried people are deciding to have children or to adopt them. As family norms continue to change, the structure of the family will change. Of course, these changes affect children.

Childrearing. Children can be successfully reared in most family structures. However, the ways in which they are reared differ. For instance, societies which expect couples to live apart from their families usually expect the parents to be primarily responsible for childrearing. However, when the couple is expected to live with one of their families of origin, family members such as grandparents or aunts may be expected to take equal responsibility in childrearing.

The care of children may be taken over by specially trained caregivers. An Israeli *kibbutz*, or agricultural collective, usually has this system. Children there live in special centers, but spend time with their parents between supper and bedtime. While there is still a feeling of "family" toward the nuclear family, the child's sense of "family" may be stronger toward the whole community.

Of course, child rearing practices are affected by such things as whether the child lives in a single parent family, a stepfamily, or with other relatives. Each situation demands different adjustments for both the child and the parents. In the case of divorce and remarriage, there are often many adjustments to make in a relatively short period of time. Some children handle these changes easier than others.

Many other childrearing practices can be affected by the structure of the family. In all cases, children can grow up healthy, happy, and with the values they need to function well in their own society. In order to achieve this, parents and adults who work

with the children must take into account the type of families they live in and what special demands those families are making on the children.

Family Defined

We have seen that a family can take many forms, and its important tasks vary from culture to culture. Therefore, there is no easy definition of the family. If it is defined in terms of children, what about childless couples? If it is defined in terms of who we live with, what about a widowed woman who lives across the country from her children?

Any definition of the family must take into account the social context in which the family is found. We must specify whether we are talking about the family as an institution—that is, the form we *expect* a family in a given society to take—or whether we are talking about all the forms individual families really take in a society.

Summary

Those who work with children and their families need to understand the social and cultural forces that shape individual and family behavior. They must understand that different societies have different ways of meeting the needs of children and their families. Appreciation of different family forms and functions helps us to work more effectively with all children and families.

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Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE I

LEARNING OBJECTIVE

Observe examples of children's knowledge of cultural norms.

DIRECTIONS

1. Arrange to observe a group of children at play.
2. Identify behaviors that are cultural norms (or behaviors which carry meanings shared by others. e.g. greetings, waving goodbye, smiling, holding out a toy as an offer to share, etc.)
3. Answer the questions below.

KEY QUESTIONS

List behaviors observed which were cultural norms:

Did all children seem to understand the meanings of the norms observed? (In other words, did they give an appropriate interaction?) If not, which norms did some children not share?

How do children act toward a child who does not act or react in the expected way? (In other words, how do children try to get others to conform to social norms?)

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 2

LEARNING OBJECTIVE

Investigate how children come to understand the family institution in their society.

DIRECTIONS

1. Set up a role playing situation for children. (Use dress-up clothes, etc.)
2. Ask the children to play house.
3. Observe negotiations used to determine statuses and roles.
4. Answer the questions below.

KEY QUESTIONS

Describe the situation developed by the children.

Record the statuses and roles played by individual children.

What methods were used to negotiate the statuses and the role expectations? (e.g., "I'll be the daddy, and daddies do this." "No they don't." etc.)

How did the children's behavior mirror what they had learned to expect at home?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 3

LEARNING OBJECTIVE

Identify variations of families.

DIRECTIONS

1. Arrange to talk with a child, age 3 to 5.
2. Help the child cut out pictures from a magazine to represent each person who lives at his or her house. Mount pictures on posterboard, and help the child label each person.
3. Help the child cut out pictures to represent all family members who do not live with them. Mount on posterboard and help the child label each person.
4. Set both posters up and ask the child to tell a story about this family. (Help the child get started if necessary by asking open ended questions.)
5. Answer the questions below.

KEY QUESTIONS

Describe the family illustrated by the child.

List any family members identified by the child who do not live in the home.

Write the story told by the child about the family.

How has the family form influenced the child?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 4

LEARNING OBJECTIVE

Explore definitions of the family.

DIRECTIONS

1. Survey 10 children ages 3 to 5 concerning their personal definition of family.
2. Ask the following questions and record the responses:
 - a. What does the word "family" mean?
 - b. Who is in your family?
 - c. What does _____ do? (Ask each role, Example: mother, your sister, etc.)
3. Answer the questions below.

KEY QUESTIONS

List the various definitions of family received:

Identify the family members listed:

Describe the role each family member plays:

Describe the ways in which young children tell about the family. (What are their concepts of family?)

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 5

LEARNING OBJECTIVE

Explore the relationships among children, families, and the community.

DIRECTIONS

1. Take snapshots of places in your community that represent the basic social institutions. (Example: schools, churches, courthouse, business, library, hospital, park, etc.)
2. Place these on a poster board with pictures of different types of families at the center. (Example: single parent family, extended family, etc.)
3. Arrange to meet with a small group (no more than 5) of young children.
4. Ask them if they or their families have ever been to these places. Ask them to tell stories about their experiences. (Do not assign topics to the children their experiences with one place may be embarrassing or painful. Let them decide which stories they want to tell.)
5. Answer the questions below.

KEY QUESTIONS

What kinds of experiences have children and their families had with the community?

What strengths could you see between families and your community that would affect children?

What problems could you see between families and your community that would affect children?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 6

LEARNING OBJECTIVE

Investigate cultural influences on children.

DIRECTIONS

1. Arrange to observe a group of young children and a group of schoolage children.
2. Look for examples of children following the social norms of their culture. (In appearance, actions, and language.)
3. Record these examples on the chart below.
4. Answer the questions below.

KEY QUESTIONS

APPEARANCE (dress, hairstyle, etc.)	ACTIONS (sex roles, gestures, etc.)	LANGUAGE (jargon, accents, etc.)
Young Children		
Schoolage Children		

Which cultural norms seemed most important to each group? Explain.

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.

	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
 Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance: _____

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐

Specific*

_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

**Performance
Objectives**

**Cultural Influences
on Children and Families
Unit II**

Cultural Dynamics

- Describe ways in which children acquire culture.
- Examine the development of majority-minority group processes.
- Explore the movement toward cultural pluralism in our society.

Cultural Variations

- Demonstrate an awareness of and respect for racial, ethnic, and religious diversity in families.
- Examine the effects of socioeconomic differences on children and families.

An Overview

This unit will introduce concepts of cultural dynamics. Some of these include how children acquire culture, how different cultural groups can relate to each other, and the movement toward cultural pluralism in our own society. There are discussions about the need for people who work with children and their families to understand and respect the differences among racial, ethnic, religious, and socioeconomic groups.

Cultural Dynamics

A culture is a way of life. It is a system of symbols—objects, actions, and beliefs that mean the same things to the members of the society. It includes the institutions that give people in a society the rules about how to act and react in different situations. Once people learn all the symbols in their society, it is difficult for them to be “unlearned”. However, these symbols are learned as a natural part of social interactions with others in the society.

Acquiring Culture

Children acquire the understanding of the symbols of their society through *socialization*. As discussed in Unit 1, we learn how to function as members of a particular society through social interaction. When we interact with *agents of socialization*, we learn how people in our culture are expected to feel, think, believe and act in different situations. Some of these agents of socialization which are important in our society are:

- Family
- School
- Peers
- Religious organizations
- Media

We learn how to be part of our society through all of these agents of socialization. However, the family is the primary agent because it usually gives children their basic values of right and wrong, good and bad, etc. Everything else a child learns is filtered through the values, attitudes, and beliefs of the family.

Children are socialized by families and other agents to feel certain ways about the groups they belong to. Children also

learn attitudes toward other groups. When people belong to a group, they tend to believe that their group's way to do things is the best way. They also usually believe that their group's beliefs are the "right" ones. This tendency to judge other groups from the viewpoint of your own group is called *ethnocentrism*.

Due to ethnocentrism, we may judge people from other cultures as being odd, wrong, or even "bad". When we try to understand the culture, we begin to see things within a social context. We find that people who eat beetles are not "disgusting". It turns out to be a good source of protein when the land will not support cows, sheep, or other sources of protein with which we are familiar.

Judging people before getting to know them, simply because they belong to a certain group, is called *prejudice*. When we *treat* people differently because they belong to a certain group, it is called *discrimination*. Children learn prejudice and discrimination through their agents of socialization. Families are very important in passing on prejudice toward minority groups of people.

Majority-Minority Group Processes

A *minority group* is any cultural group, regardless of size, which has less power than another group in society (the *majority group*.) Often, the minority group is larger than the majority group, but they have little or no power. This is the case in South Africa where blacks outnumber the whites but are still considered a minority.

When a minority group and a majority group meet in any society, several things can happen:

- ANNIHILATION
- ACCULTURATION
- ASSIMILATION
- CULTURAL PLURALISM

When one group tries to destroy another group or its way of life, it is called *annihilation*. The United States government had this policy toward the American Indians. Their cultures were virtually destroyed. In *acculturation*, a group leaves its own system of norms behind and takes on the norms of the majority culture. They take on the majority group's customs, language, religions, beliefs, values, and attitudes. Within a few generations, there is no trace of their own culture left in the society. For example, many of the families of immigrants coming from Europe in the 1800's no longer know how to speak the native language nor observe the customs of the original culture. In *assimilation*, two groups blend together, each borrowing from the norms of the other. When immigrants met in our society, they often blended together, creating what is known as "the melting pot." Distinctive cultural traits of each group may be lost.

Sometimes different cultures mix, but do not have a majority or a minority group. Both cultures respect the other language, customs, and other norms. This is called *cultural pluralism*. Switzerland has a pluralistic society because Germans, French, and Italians coexist. All three languages are spoken in schools and other public places. Customs from all three cultures are observed and respected by everyone.

A society at times, might be more willing to accept pluralism while at other times might demand acculturation. Before the events of the 1960's made our society aware of the affects of discrimination on children, some states had laws against speaking Spanish anywhere on public school grounds. The attitude was one of "Americans should learn to speak English." Of course, this attitude only made that process more difficult. Teachers could not teach English by using Spanish, and other students were punished for giving the Spanish word to a child struggling to understand the meaning of an English word. More importantly, it made these children feel inferior and less intelligent. Respect for their culture, their families, and themselves were undermined and in some cases, destroyed.

Movement Toward Pluralism. The attitudes of our society are becoming more open to pluralism. We expect people to respect cultural differences. At the same time, though, we may expect people from other cultures to make some accommodations. Their children, especially, are expected to speak English, wear Americanized clothing, and blend into North American culture.

This move toward cultural pluralism goes along with a move toward respecting individuality. It also is due to a better understanding of the norms in other cultures. When people do not understand another's behavior, they often feel threatened and afraid. When we understand the meanings behind certain customs or other norms, it is easier for us to accept them and even assimilate them into our own culture.

Cultural Variations

There are three major types of differences in groups that have caused problems between cultures. These are racial, ethnic, and religious differences. Socioeconomic differences also present similar problems. However, these differences can also be positive.

Racial Differences

The three major races in the world are: *negroid*, *mongoloid*, and *caucasoid*. Scientists may place people into these groups on the basis of certain physical characteristics. However, most scientists have little use for such classifications. There are far more differences between individuals within one race than there are differences between any two races.

When people have misconceptions about racial differences, they are more likely to have prejudiced beliefs toward people of races different than their own. A belief that people have certain traits simply because they belong to a certain group is called a *stereotype*. Stereotypes keep us from relating to others as individuals.

Stereotypes can also be dangerous due to the *self-fulfilling prophecy*. This principle of socialization states that as people begin to believe things others say about them, they may even begin to act on those beliefs. If people think Johnny is probably not very smart simply because he is a member of a certain group, they will treat him that way. Eventually, Johnny may begin to believe that he is not very smart, and he will stop trying to learn. The prophecy is then fulfilled, not because Johnny is not smart, but because others *stereotyped* him. Stereotyping occurs for ethnic groups, religious groups, and socioeconomic groups as well as for racial groups.

Ethnic Differences

People in our society come from many ethnic origins. Many people from different countries and cultures have settled in the United States. Each ethnic group brought different cultural norms with them. There are ethnic groups within each race. Negroes, Mongolians, or Caucasians are all made up of different cultural groups. We should not assume that a Vietnamese family has the same customs as a family from Taiwan or even Laos.

Sadly, the institution of slavery in our society before the Civil War virtually destroyed the ethnic differences among those from the various societies in Africa. Slaves were forced to give up their languages and other customs. While a few customs from some of the cultures remain, their origins and meaning are often not known. However, Afro-American studies have helped people to begin to recover their lost heritage. For Africans immigrating to this country during the twentieth century, there are distinct ethnic groups.

Each of the ethnic groups add a variety of customs to our society. Language, food, and ways of celebrating holidays are just a few of the customs which may be assimilated into our culture. Groups such as Chinese-Americans, German-Americans, Mexican-Americans, Nigerian-Americans, English-Americans, etc., have brought a richness to our society which keeps it fresh to new ideas. The customs of each ethnic group should be nourished so that their children will not lose an understanding of their cultural heritage.

Religious Differences

Because people tend to feel very strongly about their religious beliefs, religious differences have often been a basis for group

membership. Some of the most blind hatred of one group for another has been over religious differences. For instance, during the 1930's and 1940's in Nazi Germany, over six million adults and children were starved and tortured to death simply because they had a Jewish heritage. Four million others died and millions of others were tortured in concentration camps because they belonged to certain groups or held particular beliefs.

Prejudice and discrimination against members of certain religions drove many of the early settlers to our country. So in our society, there is generally more tolerance of religious differences. However, there is still a tendency in schools and government to celebrate only the religious festivals of the Christian religion and sometimes those of the Jewish religion. Children with other beliefs (such as Moslems, Hindus, Bahars, or followers of American Indian tribal religions) often must celebrate the rituals of another religion in their school, but are denied the chance to celebrate their own. Because religion gives meaning to our lives, this type of discrimination can be very harmful to children.

Effects of Discrimination and Prejudice. The family reflects the norms of the culture or subculture it is from. Through the family, children learn about themselves and society. When others in the society are prejudiced toward families with those norms, the children receive mixed messages. They may hear and see one thing at home and another at school or on TV. This may cause them to become confused or angry. They may draw toward their families, becoming hostile to the majority group. Or, they may draw away from their families, becoming ashamed of their cultural heritage. These children have trouble respecting their families, themselves, or the larger society.

Multicultural Child Care. Children need pride in themselves. In order to have this, they need to have pride in their families and in their cultural heritage. Those who care for children must be careful to encourage this pride. In order to do this, they must be aware of the special contributions of each racial, ethnic, or religious group to our society. They must be willing to respect the cultural heritage of all children and their families.

Socioeconomic Differences

In addition to cultural differences, socioeconomic differences can be important to children and their families. In our society, there are three major groups of *socioeconomic status*: lower, middle, and upper classes. This status is determined by the amount of money a family is worth, plus their social standing. Social status alone is often determined by the prestige associated with the occupation of the head of the household.

When we speak of the norms of "our society", we are often talking about the values and attitudes of middle class America. Lower and upper classes usually have slightly different beliefs

and customs. For example, in the middle class, most parents tend to use a style of discipline that is called democratic. Stressing independence, they try to reason with children, giving them reasons for the rules they must follow. When punishment is necessary, they tend to withdraw privileges and let the punishment fit the crime.

However, the style is usually different in the lower classes. These parents tend to use a more authoritarian style of discipline. Stressing obedience, they tend not to explain the reasons for rules, and they use physical punishments more often. Of course, not all middle or lower class parents follow these styles—they are just more *likely* to.

Socioeconomic differences have a more direct effect on children, too. In our consumer oriented society, children whose families have little money may feel "less than". When there is no money for school supplies, much less the latest designer fashions, children may feel different. Those who work with children should take special care to help children understand that self-worth does not depend on the amount of money their families have or the possessions they can buy.

Values are ideas about what is and is not important. Different groups have different values. Values are often more affected by a person's socioeconomic status than by ethnic background. Children often "fail" in school because the values of their families conflict with the middle-class values upon which school activities and expectations are based. Parents may send mixed messages to their children, asking them to retain family values as well as asking them to do well in school. For instance, a family may value cooperation to the point where competition is considered rude and undesirable. (Hopi Indians have such values.) When their children go to school, they are usually required to be competitive in almost every activity. Children who are learning conflicting values should be helped to understand that both sets of values are correct depending on the situation. They can learn both systems as they can be effective in both settings.

Summary

Family heritage has an important effect upon a child's development. Socialization is affected by the norms of the family as well as other agents of socialization. Prejudice and discrimination toward certain cultural groups can have a dramatic impact on the feelings children have for themselves, their families, and society. When racial, ethnic, religious, and socioeconomic groups come together, certain processes take place. The result may be majority and minority groups, or it may result in cultural pluralism, where the customs of each group are respected.

When children belong to groups which are considered minority groups, and these groups are discriminated against, ridiculed, or even ignored by others in the society, the children may feel badly about themselves and others. This poor self-concept has a social cost as well as a personal cost.

When children live in pluralistic societies, they can feel pride in the heritage of their own families, plus their lives are enriched by learning about other cultures. Those who work with children and families can avoid anything which harms children's pride in their cultural heritage, their families, or themselves. Promoting cultural awareness and understanding should be the goal.

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Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 7

LEARNING OBJECTIVE

Explore the importance of children learning about their families and their culture.

DIRECTIONS

1. Arrange to work with a child (age 4-5 years) to create a family tree.
2. Make a tree with places for names of the child, siblings, parents, and grandparents.
3. Help the child to fill in the names.
4. Be prepared to rearrange the tree to make room for stepfamilies.
5. Ask the child to take it home so parents can help them fill in names the child does not know.
6. If possible, follow up the next day by discussing what the child learned about his or her family.
7. Answer the questions below.

KEY QUESTIONS

Describe the child's attitude throughout the activity. (excited, uninterested, eager, etc.)

Did the activity make the child want to know more about the family? If so, how? If not, why not?

What did the child learn about his or her family heritage?

How can those who work with children help to foster family pride?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 8

LEARNING OBJECTIVE

Explore the use of prejudice and discrimination by those who work with children.

DIRECTIONS

1. Using the questions below as a guide, develop a set of specific questions for directors asking how they look for and handle incidents among the staff of prejudice and discrimination toward children with different backgrounds or with special needs.
 2. Arrange to interview a director of a child care facility.
 3. Answer the questions below.
-

KEY QUESTIONS

How can prejudice and discrimination be identified in a child care setting?

How can caregivers be helped to stop conscious or unconscious discrimination toward children of certain groups?

What can directors of child care facilities do to help their staff members respect differences among children?

How can facility directors help their staff members to foster the children's acceptance of differences?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 9

LEARNING OBJECTIVE

Identify ways to foster children's pride in their ethnic backgrounds.

DIRECTIONS

1. Arrange to interview a school age child concerning his ethnic background.
2. Use the questions below to determine the child's knowledge of this ethnic background.
 - a. What is your name?
 - b. Where were you born?
 - c. Where was your mother born?
 - d. Where was your father born?
 - e. Where were your grandparents born?
 - f. Did any of your family come from another country? Which country?
 - g. Does anyone in your family speak a different language? What is it? How did they learn it?
 - h. Do you have relatives (or family) living in another country?
 - i. How did you learn about your family?
3. Answer the questions below.

KEY QUESTIONS

How knowledgeable was the child about his or her background?

How did the child obtain his knowledge?

What attitude did the child display during the interview? (e.g., proud, ashamed, confused, frustrated, etc.)

Did the child indicate an interest in learning more about his background? If so, how?

How can caregivers help make children more aware of their family heritage?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 10

LEARNING OBJECTIVE

Develop an awareness and respect for diversity among children.

DIRECTIONS

1. Arrange to observe in a child care setting.
2. During the observation period, make note of any attempt of the caregivers to reinforce acceptance of and respect for differences among children. (e.g., speaking a specific language, serving special foods, pictures representing different cultures, etc.)
3. Answer the questions below.

KEY QUESTIONS

Give examples of caregivers reinforcing acceptance of and respect for differences among the children. (This can be acceptance of cultural, racial, ethnic, religious, physical, mental, socioeconomic, or other group differences.)

Identify any examples of discrimination observed.

State ways the caregiver could enhance a child's acceptance of self and others.

Student's Name _____

Date: _____

Course: _____

LAB EXPERIENCE 11

LEARNING OBJECTIVE

Encourage cultural awareness in young children.

DIRECTIONS

1. Prepare an activity to help children observe how people can meet a common need in different ways (e.g., people live in different kinds of houses, eat with different types of utensils, wear different types of clothes, etc.)
2. Conduct the activity with young children.
3. Answer the questions below.

KEY QUESTIONS

What were the reactions of the children to the idea of meeting needs in ways different from their own?

How can children best be helped to accept and understand the customs of other people?

How well did your activity encourage this acceptance and understanding?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.

	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
 Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐

Specific*

_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience.
 This should be done before the student is observed.

Performance Objectives

Family Dynamics Unit III

Family Development

- Define family development.
- Describe the relationship between family development and individual development.
- Identify transitions observed in family development.

Family Interaction

- Describe the reciprocal nature of parent-child interactions.
- Examine the importance of sensitive responding between parents and children.
- Examine the nature of sibling relationships.
- Explore children's relationships with their extended families.

Family Influences on Children

- Examine the family's influence on children's physical development.
- Explore the family's influence on children's cognitive development.
- Explain the family's influence on children's emotional development.
- Explain the family's influence on children's sex role development.
- Examine the family's influence on children's social development.

An Overview

Because people in a society share expectations for the family as an institution, individual families will be similar in many ways. However, there are also differences among families in the same society. Some of these differences are due to the changes all families go through. There are also different ways that family members relate to each other. These interaction patterns and family developmental changes affect children in many ways.

Family Development

Just as children and adults develop, families develop. That is, they change over time in systematic, orderly ways. When working with children, understanding family development is as important as understanding individual development.

Family and Individual Development

The family can be seen as a *system* with the family members as its parts. When one part of a system changes, the other parts as well as the relationships between the parts change. When a member of the family changes, others in the family change, and the relationships in the family change.

So, when a child develops locomotion, the roles of the parents and siblings change. Knowing where the toddler is becomes a new responsibility to the other family members. The child's development changes the relationships between the toddler and its parents or siblings. The relationships between the parents and siblings are different, too.

An older sibling, for instance, may be angry at parents when play must be interrupted to look after the toddler. A mother's relationship with her husband may be affected after spending the evening running after her child. A father may spend more time playing with the child who has become mobile. This will also affect his relationship with his wife and other children.

There are other ways that family and individual development are related. *Birth order* effects refer to a child's position in the family. There may be specific effects of being born the first, middle or last child. Family planning also affects child development. The spacing of the child and siblings, the age of the

parents at the child's birth, and whether or not the pregnancy was planned are among the things which can affect the family's relationship to the child.

Family Life Cycle

A family goes through predictable changes as its members develop. People who study families refer to these changes as the *family life cycle*. In our society, this cycle begins with the courtship and marriage of a couple. While most models end the cycle with the deaths of both spouses, it makes more sense to mark the ending of a nuclear family with the deaths of the surviving children. Even after parents are gone, the siblings maintain a sense of family and carry on family traditions. Although their family of origin is ending, each of the siblings are in another stage with their families of procreation.

For families with children, the following 10 stages of development represent the family life cycle (Based on E.M. Duvall's eight stage cycle):

- Courtship
- Married couples (without children)
- Childbearing families (oldest child birth-30 months)
- Families with preschool children (oldest child 2½-6 years)
- Families with schoolchildren (oldest child 6-13 years)
- Families with teenagers (oldest child 13-20 years)
- Families launching young adults (first child gone to last child's leaving home)
- Middle-aged parents (empty nest to retirement)
- Aging parents (retirement to death of both spouses)
- Aging siblings (death of parents to death of all children)

Each stage has its own special demands from different members of the family. Children are affected by the changes in family roles, expectations and activities. Some of the stages begin due to a change in developmental level of the oldest child. The reason for this is that once families have dealt with some of the special demands of each stage, they will deal with the younger children differently, too. An infant from a childbearing family will have experiences and needs that are somewhat different than those of an infant from a family with teenagers.

While people in our society may expect their family to follow these stages, not all families fit this model of development. Childless families, single parent families, divorced families with joint custody, blended families, extended families, etc., may not follow this sequence exactly. However, all families develop, and elements of this model are found in all types of families. The idea which is important is that the family is a system which changes with its members.

Family Transitions

When families make *transitions*, or changes, all members are affected. The transition to each new stage can be stressful to family members. New roles must be assumed. In many cases, this process also calls for both new and old roles to be negotiated among family members.

Role Negotiation. For example, new parents must negotiate the roles of mother and father because, in our society, the norms guiding these are very flexible. One spouse may expect fathers to help with child caretaking, while the other spouse might expect mothers to be responsible for these things. This can lead to the father feeling left out or the mother feeling overworked. The demands of the new parent role may also cause the role of husband or wife to change. Renegotiating spouse roles can add to the problems of the new parents.

Of course, not all transitions are included in this model. Parents may divorce, remarry, start a new job, get laid off work. They or other family members may get sick, die, have emotional problems, etc. The family may have to move to another house or town, the family's best friends may move, or grandparents may need to come live with the family. These kinds of changes require all family members to adjust. For example, after a divorce, at least parts of the role of the absent spouse must be assumed by others. So, in addition to emotional strains, the family members also have added responsibilities for which they may not be prepared.

Effects on Children. Children are also influenced by these transitions. They may be affected directly when they assume a new role or change an old one due to a family transition. The best documented effects are those the toddler or preschooler experience when a new sibling is born or when parents are divorced. Other effects may be less obvious. For instance, the child who is the first in the family to go to a child care center may be affected differently than a child whose siblings and parents have been through this before.

While there are many other family transitions which directly affect children, there are also changes which affect them indirectly. For example, when parents negotiate their roles as they enter the childbearing stage, there may be strained relationships. Infants are sensitive to parents' distress, and they may feel insecure in response. Or, as a family enters the teenage stage, negotiations between parents and the teenager may become intense. The younger siblings may react to the strain in the family system.

Those who work with children must try to be aware of each child's family situation. This effort will be worth it. When we know what children are experiencing at home, it is easier to understand their needs and to have realistic expectations of

them. When their families are going through transitions, children may respond by withdrawing, becoming aggressive, or showing developmental regressions like toileting problems. Joyful events can also be stressful. We can help children through all of these times by giving them safe places to express their feelings and by helping them to understand how these family changes will affect them.

Family Interaction

While most families follow the general social norms which direct family interactions, family norms are usually flexible and allow much personal expression. Different families have different ways of interacting. The relationships children have with their parents, siblings, and extended family can be very important to their development.

Parents and Children

All social interactions between human beings are *reciprocal*, or give and take. Each person affects and is affected by the other at the same time. These reciprocal interactions mean that children are affected by the actions of their parents. But it also means that parents are affected by the actions of their children.

Parenting Styles. Parents have different styles of parenting. According to researcher Diana Baumaind, an *authoritarian* style stresses obedience, and discipline centers on physical punishment and withdrawal of love. A *permissive* style of parenting stresses freedom, and there is little discipline. An *authoritative* (or *democratic*) style stresses independence with responsibility, and discipline centers on reasoning and withdrawal of privileges.

Much research has been done on the effects of different parenting styles on children's behaviors. Children of authoritarian parents tend to be withdrawn, distrustful, and unhappy. Children of permissive parents tend to have little self-control, and they do not seem to be as curious as other children. Children of democratic parents are usually self-reliant, have self-control, and are very curious.

We have assumed that the parenting style *causes* these behaviors in children. However, it is just as easy to assume that children's behavior *causes* these parenting styles. No doubt, the style of parenting does have an effect on child behavior. However, it is easier to reason with a child who is naturally self-reliant and has good self-control. Both adult behavior and child behavior play major roles in this.

Temperament. One child characteristic that affects parent-child relationships is *temperament*. This refers to inborn personality traits. Some children adapt easily to change, and others need more routine. Children may be easily excited or easy going, very active or slow moving, easily comforted or hard to soothe.

These individual differences are often biological in origin and are present throughout life.

Temperament can affect parent-child interactions. Infants who are hard to soothe can be frustrating to a parent, particularly if that parent has an excitable temperament. Hard to soothe babies are more often targets of child abuse than easily comforted babies. Children who are easily adaptable, easy to soothe, more relaxed, etc., are easier to parent. Parents are more likely to play with them and talk to them, if they have the time. If not, these children are more likely to be ignored since they will amuse themselves.

Mutual Regulation. Parents and children must adapt to each other's temperaments through a process called *mutual regulation*. This adjustment to each other's personalities and habits is necessary in any relationship. For example, infants and parents must adapt to each other's schedules. Not all babies need to eat at the same intervals, and not all parents sleep at the same time. These can be adjusted somewhat to accommodate both the baby and the parents.

There are many types of adjustments to be made between parents and children. Parents are better prepared to adjust than a newborn. However, as children mature, they are able to make more adjustments. This mutual regulation must occur or children become confused about what to expect, and parents become frustrated.

Sensitive Responding. For parents, a large part of successful mutual regulation lies in the ability to respond sensitively to the needs of the child. As children mature, they must also learn to respond to the parents' needs. However, this requires *role-taking*, or the ability to see a situation from the perspective of another person. While young children begin to practice these skills, cognitive limitations do not allow this ability to fully develop until middle childhood.

When children are limited in their abilities to respond, the parents or other adults must carry the interaction. They must be able to be more sensitive to the child's needs until the child is more mature. Sensitive response is not the same for all children. For instance, after a fall, one child might need to be comforted by being held. Another might need to be comforted by encouraging words.

A sensitive adult is aware of what a child is saying both non-verbally and verbally. (When a child looks away and backs up, we may need to stop pursuing a hug and settle for talking.) A sensitive adult is aware of the social context. (Classroom weigh-ins can be devastating to the overweight child.) Finally, a sensitive adult is aware of the developmental level of the child. (Asking children to do things they cannot do is frustrating to both children and adults.)

Parents and others who work with young children must help them to learn the skills of responding to other's needs. In order to learn this, the children must experience this themselves. When adults respond sensitively, the children gain a sense of trust and security. Children also learn how to take another's view from interactions with peers and siblings.

Siblings

Siblings, or brothers and sisters, play important roles in family interactions. And, they have an important impact on a child's development.

Cognitive Development. There is evidence that cognitive development is affected by the presence of a sibling. When children can teach what they have learned to a younger sibling, they often learn the material much easier. Younger children imitate older siblings, and so may develop earlier in certain areas. Of course, the presence of close-age siblings can be wearing on parents of young children, and the younger child might not get the attention the older child got. This affects cognition as well as social relationships.

Role Taking. Siblings may foster role-taking skills. Parents may encourage children to look after younger siblings and be sensitive to their needs. With older siblings, we may learn to see things from their viewpoint in order to protect ourselves from them. Older siblings with a nicer disposition may help younger children to see things from other perspectives they may not see by themselves. For example, the older sibling may help the younger one know what is going on in a TV show. Finally, siblings provide playmates with whom role taking skills can be practiced during fantasy play.

Social Development. There is no doubt that siblings affect a child's social development. Self-image is often subject to the whims of our siblings, especially older brothers and sisters. However, there can also be a sense of security in having siblings who will protect us if things get too bad. While fights with siblings can be violent scenes, these interactions can be important learning experiences about how to get along with others.

Emotional Development. Sibling interactions, more than any others, allow us to learn socially acceptable ways of venting and controlling emotions. When families are in a transition, or when they are having problems, siblings can be a source of comfort to each other, acting as a buffer between the child and the parents. For example, in families with parental alcoholism, a child's only support system is often made up of siblings.

Extended Families

An important support system for all members of a nuclear family is their extended family system. This includes grandparents, aunts, uncles, cousins, etc. In the past, families were

larger, and a household was likely to be made up of an extended family. So, a support system was built into the home. Siblings, grandparents, or other relatives could help care for little ones. There was help for parents who were having physical or emotional problems. Others were there to assume roles when someone could not meet their obligations.

In our society, the household is usually made up of only the nuclear family. The extended family is still an important support system, but it is not as convenient. Because our society is so mobile, relatives may be hundreds of miles away. When problems occur that make it difficult for a family member to meet role obligations, there is often no support system to help. For example, when both parents are working outside the home and a child gets too sick to take to the child care center, how do the parents cope?

Many families with adult children still rely on each other for financial help. Parents help children, children help parents, siblings help each other. This is true for other kinds of help as well. When people do not have family support systems near, they must often rely on public agencies or on friends.

Friendship networks may be as important in our society as family networks. These support systems made up of friends may, in some cases, be closer and more helpful than families. In a very real sense, these friends have come to function as a family and may even be considered a social family.

Family Influences on Children

Throughout this unit, the mutual effects of families and children have been discussed. Families affect almost every aspect of a child's development. Physical, emotional, social, and cognitive development are influenced by families. Some of these influences are discussed here.

Physical Development

The physical growth and development of children is very dependent on their families. Parents and others give children food, clothing, shelter, and affection in order for them to survive. When families do not have the emotional or financial resources to care properly for their children, those children may be neglected. Neglect may cause death or physical and/or mental retardation. These same results happen when children are abused by any family member.

Families must provide appropriate sensory experiences for infants, or their physical systems do not develop properly. The nutrition which is so important to healthy development comes through the family. Families may not be able to afford healthful foods, or they may not have the time or desire to prepare balanced meals for growing children. Families encourage or

discourage certain types of physical activities. And finally, biological makeup comes from families through genes.

Cognitive Development

Cognitive, or intellectual, development is also partly inherited. However, the family has more influence on it in other ways. A child's success in school is related to the support given at home for studies. Parents who are involved in their children's education are more likely to have children who are involved in their own education. One reason for this is that parents have passed their values for education down to their children. It is also true, though, that teachers are likely to pay more attention to children whose parents are involved with the school.

Families also affect cognitive development in other ways. Pressuring children to achieve can make them achieve, but if the pressure is too great, their frustrations may make them fail or give up trying. Parents sometimes want children to do things they cannot do at their age. For example, most children do not develop the fine motor coordination necessary to read regular print or to write until age six or later. Parents who insist their children read before this time can cause more harm than good.

Wise parents provide experiences that allow children to develop at their own pace. This usually involves play, especially for young children. Through play, children naturally learn about themselves, others, and the world.

Emotional Development

Children need to feel secure about themselves and about others, especially family members. Too much pressure on children to achieve can cause emotional problems, too. The young child has few defenses against assaults from peers, teachers, etc. Families can either act as buffers or they can add to outside pressures. The child's self-concept comes largely from the family. Throughout a person's life, the family remains the main source of self-esteem, or lack of it.

Fears. Families also transmit fears to children. If a parent is afraid of thunder, it is likely that the child will also be afraid of thunder. Other fears in young children are often those of being separated from or abandoned by parents and of being alone in the dark.

Sex Roles. The development of sex roles starts in the family before birth when parents and other family members try to guess whether it will be a boy or a girl. From birth, parents speak to girls more often, hold and cuddle them more, and handle them more gently than boys. As they get older, boys are often encouraged to explore and to be more curious about the physical world. Girls, on the other hand, are encouraged to explore the social world.

Boys are often encouraged not to cry, even though it is usually all right for girls to cry. This teaches boys that they should not feel any emotions. A boy may be asked what he wants to be when he grows up, but a girl may be asked who she wants to marry. Children are read books which show a family where the father works outside the home while the mother takes care of the house. They show males being adventurous and having fun, while females are shown as supporters who stand in the background.

These traditional sex role expectations are beginning to change. Family roles are changing, and people no longer expect such rigid roles from boys and girls. In many families it is now acceptable for their son to have a doll or a stuffed animal. Parents are not afraid that their daughter's professional ambitions will ruin her chances of marriage. However, many sex role expectations are firmly in place in most families. These will be passed on to the children.

Social Development

Other expectations are also passed on to the children. The family is the primary agent of socialization, and it passes on social norms to the children. Beyond that, though, families teach us how to relate to other people. Families may encourage children to be passive with other children or adults, or they may encourage children to be aggressive. They may learn to help people or to take what they can get from others. Children may be encouraged to respect authority, or they may be taught that authority has to earn respect.

Children learn from their families how to relate to people in other social contexts. Sometimes, this presents problems. For instance, parent values may or may not be the same values held by the teachers at school. Children may be taught at home to "hit back," but "don't be a tattletale." When these children come to school and are taught to tell the teacher instead of fighting, there may be some problems.

In families, children learn to believe in certain religious practices, they learn to support certain political ideas, they establish certain attitudes about work and money, and they come to value certain types of education over others. While peer groups and school help children develop these values, the family remains the primary force in all these.

Summary

Families are systems which develop as their members develop. The transitions which families go through affect all members of the family, including the children. Interactions between children and parents, siblings, or extended family members are important to a child's development and to the way a family functions. The family influences all aspects of a child's life.

including physical, cognitive, emotional, and social development.

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LeMasters, E.E. *Parents in Modern America*, 1974
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Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 12

LEARNING OBJECTIVE

Examine the effect transitions within a family can have on the children.

DIRECTIONS

1. Using the master list of transitions in family development created in class, ask 5 parents and other caregivers to rank each item accordingly from the greatest to the least effect on children (with 1 being the greatest effect).
2. Record
3. Compare the rankings.
4. Answer the questions below.

KEY QUESTIONS

Identify the 5 changes identified as having the greatest effect on children.

1.

2.

3.

4.

5.

Cite the 3 changes listed as having the least effect on children.

How can parents and other caregivers aid children concerning transitions occurring within the family?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 13

LEARNING OBJECTIVE

Describe the effects transitions can have on family members.

DIRECTIONS

1. Arrange to interact with a child (age 4-6 years).
2. Using puppets to represent family members develop a puppet play about a family transition (birth of a new sibling, a grandparent moving in, etc).
3. Ask the child to play the role of the puppet child.
4. Role play the situation with the child, focusing on finding out the child's feelings about family changes.
5. Answer the questions below.

KEY QUESTIONS

Explain the transition used.

How easily adaptable did the child seem to be to the idea of family changes?

What fears or anxieties might you expect this child to have about certain family changes? Why?

How could caregivers help this child through these transitions?

Explain how being sensitive to transitions in a child's life can benefit a relationship.

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 14

LEARNING OBJECTIVE

Examine sibling relationships.

DIRECTIONS

1. Arrange to observe two young children from the same family.
2. Observe the children in free play for approximately 20 minutes.
3. Answer the following questions.

KEY QUESTIONS

Describe the age, sex, and other characteristics of the sibling pair.

Describe the setting in which they were observed.

Describe the interactions between the siblings.

How did each sibling help to promote the development of the other?

Was there evidence of special loyalties between siblings? Explain.

Was there evidence of special antagonisms between siblings? Explain.

Why is it important for caregivers to keep in mind the special relationships between siblings?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 15

LEARNING OBJECTIVE

Examine the nature of child-adult relationships.

DIRECTIONS

1. Arrange to interview three caregivers.
2. Ask the following questions concerning discipline.
 - a. What type of discipline do you use with the children?
 - b. Why do you prefer that style of discipline?
 - c. How does the type of discipline used at home affect your discipline techniques with a child?
 - d. Do you use different styles of discipline with different children? Explain.
 - e. What is your philosophy about discipline? (i.e., Do you see it as guidance, punishment, a way to get out your own frustration or what?
3. Answer the questions below.

KEY QUESTIONS

What type of discipline do the caregivers use?

How does home discipline affect discipline from caregivers?

How does the nature of the child affect the type of discipline used by caregivers?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 16

LEARNING OBJECTIVE

Compare various roles within families.

DIRECTIONS

1. Arrange to interview 3 children (age 4-6 years) from different families concerning family roles.
 2. Use the questions below to identify roles within the family.
 - a. What jobs does your mother do at home?
 - b. What jobs does she do away from your home?
 - c. What jobs does your father do at home?
 - d. What jobs does he do away from your home?
 - e. What are your jobs at home?
 - f. What jobs do your brothers and/or sisters do at home?
 - g. Who do you think has the most important job in your family? Why?
 3. Answer the questions below.
-

KEY QUESTIONS

How well did the children describe the mother's role at home? Outside the home? Explain.

How well did the children describe the father's role at home? Outside the home? Explain.

Was the child able to describe the interrelationships of family roles? Explain.

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.

	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
 Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance:

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐

Specific*

_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Performance Objectives **Children and Families in Change**
Unit IV

Changes in Society Affecting Families

- Examine the impact of technological changes on children and families.
- Explore the effects of economic changes on children and families.
- Examine the effects of changing sex roles on children and families.

Changes Within Families

- Describe the impact of divorce on children and families.
- Identify issues confronting one parent families.
- Examine factors involved in the development of blended families.
- Describe reactions of children to a new child in the family.
- Describe the impact of illness, death, or disability on the family.
- Examine the effects of family violence.

Changes Within the Child

- Describe the effects of handicaps or other health care problems in children.
- Examine everyday changes which affect behavior of children.
- Identify ways in which children and families cope with stress.

An Overview

In modern, complex societies, changes occur at an ever increasing rate. There are changes in society and its institutions, including the family. There are changes within individual families which affect children and changes within children which affect their families. This unit will review some of these changes that affect children, families, and society.

Changes in Society Affecting Families

Many changes within society affect families. As an institution, the family is affected by changes in the culture. Social change also affects individual families because when people are changed, their family systems are changed, too. Changes in technology, the economy, and sex roles are just some of the social changes which have affected families in our society.

Changing Technology

When technical knowledge in a culture advances, the culture changes, too. Some of the technological changes during the last century have made enormous changes in family relationships. For example, introducing the car and the television changed American family life.

The car changed the courtship patterns of America. It took courtship out of the family parlor and away from church socials. Parents and others in the community had less supervision over courtship. Dating began and soon became institutionalized. Twenty to thirty years later, television changed the recreation habits and interaction patterns of the American family. While families might watch the TV together in the same room, it was often a solitary experience, with little discussion about what the family members were watching.

Medical Advances. Other changes in technology have also affected children and their families in our society. Medical advances continue to change the relationship of children to their families. In the past, many people died during childhood. Now, it is considered unusual for children to die. This makes serious childhood illness even more stressful to parents who expect all their children to reach adulthood.

Medical advances also make it possible for children to live even though they have severe physical problems. This can put severe financial burdens on the family. Siblings may have ambivalent, or conflicting, feelings about the sick child because family resources, including energy and attention, must often be directed away from them. The child with the illness may feel guilt too.

When any family member is sick, medical procedures and equipment which are not understood may cause fear in children. Adults working with children who have a seriously ill family member can help them understand what is happening. They should also give the children chances to express their feelings of fear, guilt, anger, etc.

Information Society. Ours has been called a high tech, information society. With satellites, microchips, personal computers, and high speed data processing, we have access to more information than ever before. This high technology has many social benefits, but it also has some social costs. One of the more obvious costs is that the pace of living keeps increasing. This creates a great deal of stress, even in children.

Children no longer have to be as active in seeking information. They can absorb it more passively when it is presented electronically through television or computers. The world shrinks for children living in such societies. They can keep up with live action accounts of people on the other side of the world. They can also watch live accounts of wars and threats of wars.

Weapons and War. With the technological advances in other items of the culture comes advances in the weapons of war. The nuclear age poses serious threats to the survival of the species as well as to individuals. Children are quite aware of these threats, even if they do not fully understand them. Young children can become extremely fearful about the end of the world, based on half-understood information coming from parents, teachers, friends, church or television. Adults can help children sort out these fears and deal with reality in an appropriate, non-threatening way.

Economic Changes

Changes in the economic system affect children and families too. Some of these influences have been discussed in earlier units. As our society has moved from an agricultural to an industrial to a technological economy, expectations about families have changed. The family has changed from a unit of production to a unit of consumption. Families have become smaller since children and extended family members no longer contribute to family wealth. More women are working outside the home. This is due, in part, to the fact that a standard of living based on consumption requires at least two paychecks per family.

Mobility. Due to the work demands, families in our society have become *mobile*, moving on the average of once every two years. Because of this, maintaining close ties to extended family members and sometimes even to friends, becomes difficult. This causes many families to be isolated, creating stress for the individual family members who lack a solid support system. Children may have special social and emotional adjustment problems when they move frequently. However, with proper support during transitions, the new experiences can enrich children's lives.

Rural, Urban, and Suburban Life. Other economic changes affect families, too. When our society was moving from an agricultural to an industrial society, families moved to cities in search of factory work. Later, as the economy began changing toward a technological society, families began to move to the suburbs. Life for children in the suburbs is different from life in the inner city, or from life on the farm. Children from each of these settings will have different skills and different interests. People working with children should be aware of these differences in order to take advantage of special learning opportunities that arise.

Gratification. As the family has changed from a unit of production to a unit of consumption, there has been a greater demand for immediate gratification. In the past, children were taught to delay getting what they wanted until they or their parents could afford it. With a credit card economy, more children are learning that they can buy something now and pay for it later. However, many young children do not understand the concept of money, much less credit.

Relative Deprivation. This emphasis on immediate gratification can have other results, too. Deprivation is relative. When everyone is poor, no one feels deprived as long as basic needs are met. This was the experience of many children during the Great Depression of the 1930s. However, when all of our friends have color televisions, and when we see abundance every night on those TVs, it is easy to feel deprived even though our needs are being met.

When a society measures personal worth by family wealth, and when the media encourages even the very young to be consumers, relative deprivation is a particular problem for children living in poverty. According to recent census data, almost one quarter of the children in America live below the poverty line. Caregivers must help young children to find ways to feel good about themselves which are not based on money and what it can buy.

Changing Sex Roles

Due, in part, to economic changes, sex role expectations are changing in our society. As mentioned earlier, these changes have had important effects on families and children. Sex role

changes in society affect children directly and indirectly. Direct influences of sex role changes include things like the move toward non-sexist education. Children are affected indirectly through changes in the father's caregiving role, and changes in the expectations for women to work outside the home.

Non-sexist Education. Part of the reason so many children live in poverty today is that many live in one parent homes headed by a woman, and the majority of divorced men do not pay the child support which was awarded by the court. In addition, these mothers tend to have jobs that do not pay as well as the jobs that have been traditionally male jobs. Public school teachers usually make less money than sanitation workers, in part because teaching has traditionally been a female position. Employers once thought that females did not need large salaries because their incomes were only "supplemental" to their husbands' salaries.

Economic and family institutions have changed so that most women consider working outside the home as a probability. If they are not to continue to be at an economic disadvantage as adults, girls must be allowed to pursue whatever career best suits them. People who work with children can help by encouraging girls and boys to pursue both "feminine" and "masculine" activities. This means that boys can pretend to cook and girls can pretend to go to the office, that boys can cry and girls can be brave, that boys can play with dolls and girls can play with trucks.

People with both feminine and masculine traits are called *androgynous*. Research shows that androgynous men and women have better self-concepts and are more socially competent than others. This is because they have a wider variety of behaviors to choose from in any situation. They can choose a masculine or a feminine action or reaction, depending on which one best fits the situation. People who are totally masculine or feminine are more limited in their choices.

Father Involvement with Child Care. As women are expected to work outside the home to a greater extent than before, men are expected to be more involved in the care of the children. With the use of prepared childbirth methods, the father has an important role in the childbirth process. Often, this high level of involvement continues after the birth. Because many mothers of young children work outside the home, it is becoming more common for fathers to take the children to the doctor, drop them off and pick them up at the child care facility, and be involved in other caregiving activities which were once expected only of mothers.

People who work with young children must recognize fathers as important people in the children's lives, even when their fathers do not live with them. Encouraging fathers to become involved in their children's programs will benefit caregivers as well as the children and fathers.

Secondary Caregiving. Parents are usually considered to be a child's *primary caregivers*. People who parents ask to be temporarily responsible for their child are called *secondary caregivers*. Because of the increase in dual career households in our society, more young children are experiencing secondary caregiving than in the past.

There are many types of secondary care. Day care centers, group day care homes, and babysitters generally provide full day services. Nursery schools, kindergartens, and drop-in centers are often half-day programs. It has been suggested that there is now a crisis in secondary child care in America. This is because of the rapid increase in dual career and single parent families, and because extended family members are not as available to care for children as they were in the past.

It is sometimes hard to find quality child care. Parents must be willing to spend time comparing child care programs in order to choose one that meets their needs. Quality child care programs actively involve parents, recognizing that the parent is the *primary caregiver*.

Latch-key Children. Because child care is often expensive and hard to find, sometimes older children are without care for part of the day. This is especially true of school-age children or even those in half-day kindergartens or nursery schools. Called *latch-key children*, these children usually carry keys to their houses so they can let themselves in. There, they wait by themselves or with siblings for a parent to arrive home from work. This is a time which can be fraught with fear and anxiety, or, at best, boredom for the child. Lack of supervision during these hours can lead to trouble.

Many child care centers and some public schools have after-school programs to help these children and their families. It is important that these programs be more than study halls. While time to do homework may also be included, good after-school programs have developmentally appropriate activities planned for each child.

Changes Within Families

While changes within society influence children's lives in important ways, changes within families often have even more impact. The family can act as a buffer between the child and some of the social changes, but when changes occur within a family, the children in that family are face to face with the changes. Often these changes are the source of a great deal of stress to all family members, so children are usually affected directly as well as indirectly through parents and siblings. People who work with children should be aware of some of these direct and indirect influences so they can better help the children cope with the changes.

Divorce

Separation and divorce has a great impact on the whole family. Not only is there great emotional turmoil and pain for both parents and children, but the family also has to change their role expectations of each other.

Adjusting to Divorce. Children have great fear of being abandoned by their parents. Divorce can add to that insecurity. They should be reassured that just because one parent moved, it does not mean that the other parent might suddenly leave. Children often feel responsible for the divorce. This is because young children are *egocentric*, or unable to see things from another's perspective. They believe the sun comes up because they wake up, and they believe they cause divorce. Of course, if they heard parents fighting about the children, this feeling may be very strong.

Divorce is not always the worst thing for a child. Divorce is usually preceded by months or years of marital discord. Children are also affected by this, and the effects of continuous fighting may be worse than those of a divorce, particularly if there is violence in the home.

The impact of divorce on a child depends on the parents attitudes. If both parents remain committed to parenthood, and if they continue to have a reasonably amicable relationship with each other, children tend to adjust rather quickly. If the divorce is very nasty and the children feel like they have to choose "sides," they often have trouble adjusting.

Developmental Regressions. During difficult transitions like divorce, many children experience *developmental regressions*, where they seem to lose the advances already made. For instance, children who are toilet trained may begin to wet their pants again when their parents are going through a divorce. This is not a "selfish attempt to get attention," like some adults think. It is a sign of severe stress.

Young children are just learning to have voluntary control over their physical actions and emotions. When they experience stress, it is easy for them to lose control. Parents and caregivers should be understanding and help them control themselves. For example, they can give the child extra reminders to go to the bathroom or arrange the environment so there is a minimum of added stress on the child. "Time out" can be used effectively when children lose emotional control, as long as it is used as a way to help the child gain self-control and not merely as a punishment.

Custody. When working with children experiencing divorce in the family, we should always be aware of things like which parent has custody, when non-custodial parent can visit the

child, etc. With bitter custody battles, parental kidnappings become more likely. Caregivers must never hand children over to a person not authorized to have them.

Single Parent Families

Children might live in single parent families for reasons other than divorce. Single parents might also be widowed, unwed, or abandoned. These situations usually involve the permanent absence of a spouse. However, the fathers or mothers may or may not be absent from the children's lives. In the case of divorce, more parents are choosing joint custody. This means that the parents may continue to support each other in their parenting roles.

Temporary Absences. Sometimes, divorced families provide more support for the individual parents than families which have a spouse temporarily absent. Many spouses are gone much of the time because they are on military duty, traveling on their jobs, looking for employment in other cities, hospitalized for lengthy illnesses, taking care of a relative or friend who lives away, etc.

The spouse left at home may feel the same pressures as permanently single parents. The children may have some of the same adjustments to make when the parent leaves, but they may also have to go through readjustments when the parent returns. This can be especially difficult for children whose parents travel regularly for extended periods.

Parent Problems. For both temporary and permanent single parents, there are special problems in trying to handle children alone. When there is not a good support system of extended family or friends, it may be hard to cope. For instance, the logistics of seeing that all the children are where they are supposed to be may be hard when there is only one parent to provide transportation. Single parents who work outside the home may find it especially difficult to handle all the details alone. For example, when a child is sick and cannot stay at the child care facility, what can working single parents do?

As stated before, many single parent families live in poverty. This makes all the problems they would normally face doubly difficult. The parent of a sick child may not be able to miss work or take a day without pay. There may not be enough money for anything but public transportation. Particularly if there is more than one child in the family, the parent may not be able to afford child care. In these cases, older young children may be forced to take responsibility for younger siblings while the parent works.

Children's Needs. Aside from logistic and economic factors, children of single parents may have some special emotional needs. In times of stress, family members may naturally come

to depend on each other heavily. However, when single parents depend solely upon small children for their emotional support, it often puts even more stress on the children. They may begin to feel responsible for the happiness of their parents—a task at which they are bound to fail.

Another potential problem arises when single parents begin to date. Children may feel threatened and think of the new friends as invaders. Young children may be afraid their parent will abandon them. Also, many children harbor the belief that their parents will remarry, and a boyfriend or girlfriend can shatter that dream. Finally, because dating is often a temporary situation, children may find it hard to get close to a parent's boyfriend or girlfriend only to lose that relationship when the parent stops dating that person and starts dating someone else.

Blended Families

When a single parent marries a new spouse, a *blended family* is formed. This includes the parents and their children. These relationships are usually referred to as *step relations*. Blended families have special problems that come from trying to blend two distinct families into one unit. Each family has values and attitudes that must be merged together in a workable way. Newlyweds have a difficult time doing this when it only involves the two of them. When children must also be blended, it calls for much love, patience, and understanding. Small children may not have the emotional or social resources to handle this well. Parents and caregivers can help them to sort out their feelings and give them ways to cope with the demands of new parents and siblings.

Adding Family Members

Blended families are only one situation where new members are added to a family. This also occurs when grandparents or other relatives come to live with a family, or when a baby is born. In either case, roles must be adjusted, and children may experience stress during the transition. The reactions of other family members can help or hinder children from adjusting to the change. If children are involved in the planning for the change, are treated as having an important role in the change, and are reassured about their security, they usually adjust to family changes quite well. If parents or caregivers are insensitive to these needs, children may have more problems adjusting.

Illness and Death

Adjustment problems are common among children who experience a family illness or death. They may feel responsible, and they may be fearful because they have limited understanding of what is happening in the family. Parents and caregivers can help children cope with these feelings.

Death. Young children do not have a very clear understanding of death, but that only makes it more important for adults to be honest and clear. Telling children that a dead family member is "asleep" may create a fear of going to sleep. They may spend a great deal of time worrying about the family member waking up and being underground. Telling them to be brave may make them stop feeling their grief or any other emotion. Telling them they should not be angry only makes it likely that they will turn that anger onto someone else or toward themselves. Children, like adults, should be allowed to experience their grief for as long as it is felt.

In our society, many people unrealistically expect others to finish grieving in a few weeks or months. It usually takes one to three years for an adult to accept the death of a family member. We should not expect less time for children. Acceptance means that we are able to accept reality, put the fears and anger and guilt behind us, and move on with our lives. Children may need special understanding and help to do this, but they should not be pushed. Acceptance comes only after the other, more painful aspects of grief have been experienced. Of course, we should remember that acceptance does not mean a lack of sadness. It is normal for feelings of grief to return from time to time.

Illness and Disability. With illness in the family, children are often isolated from the ill person. Since adult family members and older children may be helping to care for the sick one, younger children often get sent to a relative or friend. As soon as possible, children should be included as part of the family system. More hospitals are now realizing the need for children and their sick parents or siblings to see each other.

People who care for children can make a special effort to help the child understand what is happening. Sometimes, it takes only a small amount of preparation. For example, if dad has an IV in his arm, it will reduce a child's fear to explain in advance, and preferably with pictures, what to expect. A simple explanation of its purpose is usually sufficient to make a child feel at ease.

Long-term illness or disability in the family places the family in a state of long-term stress. Family members must change their role expectations of each other, and financial burdens are often a worry. Disabilities may be the result of accidents, illnesses, or birth defects. Some long-term illnesses like cancer, multiple sclerosis, alcoholism, etc., may have remissions which keep a family on an emotional roller coaster as they gain hope for recovery only to lose it again.

Children may have special problems when their siblings are severely ill or physically or mentally disabled. Many children are expected by their families to give special care to these siblings. For instance, a child may be expected to push a sibling in a wheelchair to the park, or to watch out for a retarded sibling at

school. This is not unreasonable in such a family since everyone must take on new roles and responsibilities. However, parents and other caregivers should recognize that these responsibilities add to a child's stress, often because they fear the reactions of other children. When adults foster a sense of respect in children for all people, these children have less stress.

Each disease or disability has its own special set of symptoms and problems. These things are a part of life, and if they are dealt with honestly and openly by caregivers, children can adjust along with the adult family members.

Probably the most important thing children in these situations need is predictability. When there is no predictability, children feel out of control and helpless. Adults should try to help children understand how these things will affect them and what they can do, if anything, to help their family members. It is important for children to learn what they can control and what they cannot control.

Family Violence

One of the situations where it is difficult for any family member to predict or feel in control is when there is habitual violence in the family. Parents may abuse their children or their spouses, older children may abuse their parents, and siblings may abuse each other. Usually, the abuse is unpredictable because it has little to do with what the victim of the abuse does. It has more to do with what stress the abuser feels (for any reason). Abuse and neglect often take place when a parent is drinking, which makes their behavior even more unpredictable.

Forms of Violence. Abuse takes many forms. It may involve physical abuse, emotional abuse, sexual abuse, physical neglect, or emotional neglect. A child may experience one or more of these abuses in a family. Parents can neglect children most of the time and abuse them periodically. One parent can abuse a child while the other parent neglects it. Parents may not even realize that sexual abuse from an older sibling, friend, or relative is taking place. It is estimated that in our nation, two million children *per year* are abused and/or neglected in ways that are life or health threatening.

Abused children are often very dependent on an abusive parent, and may feel strong love. When children are removed from their families, they often feel like they are being punished. There are more resources available now for violent families. Parents rarely stop abusive behavior on their own, but they often have good results when they seek help.

Supporting Children. Children who grow up in violent homes are more likely to become violent adults. These children often have no support system to which they can turn. Often such

children have been salvaged by the presence of one secure, safe, and predictable adult in their lives. For many children, this adult is a relative. For some, it is a teacher. Caregivers should take care to recognize when they can play that role for a child.

People who work with children should be aware of the signs of abuse and neglect. They should be aware that they are bound by law in most states to report any *suspected* case of abuse or neglect. Finally, they should be aware of some strategies for helping children who have been or who continue to be victims of abuse or neglect.

Changes Within the Child

There may be changes in children which affect them and their families. For example, long or short term health changes can cause special needs in children. Everyday changes are also important in children's lives. Changes of any kind and from any source can be stressful for children and their families.

Health Problems

Changes in a child's health may be short term, like the flu, or long term, such as diabetes. Children with short term health problems can be helped fairly easily to understand and cope with the changes they experience. However, long term illnesses and disabilities are harder for children to cope with.

Differences. Children in regular or mainstreamed child care who have special problems may feel very different from the other children. There are often differences in their levels of energy, which makes it hard for them to fully participate in all activities. There may be differences in appearance if there is a physical disability or if medical treatments have effects such as hair falling out from chemotherapy. Other children or adults may be insensitive to the ill child's need for acceptance. Caregivers must try to foster a sense of acceptance for all children.

Fostering Acceptance. Caregivers may have a harder time fostering acceptance for some health problems than for others. When children believe a child's health problem could have been controlled, they discriminate against that child more often. For example, obese children are much more likely to be ridiculed than are children in wheelchairs. However, in groups where there is a fear of differences, all differences will be ridiculed.

It is up to parents and other adult caregivers to set the tone for group acceptance. When they make it clear that unkindness and cruelty to anyone will not be tolerated, all children in the group can relax. No one has to fear being branded "unacceptable." The group can then explore the differences among the members by looking for the unique contributions each child makes to the group. This fosters a sense of acceptance in the group and self-esteem in the child.

Everyday Changes

Children experience changes everyday which affect their emotions and behavior. These changes may involve relationships with family members or with other people in their worlds. When a parent and child fight in the morning, the child may spend the day worrying, feeling sick, or taking the anger out on others. When a child's best friend of the day suddenly changes and says "I hate you," the child may not know how to cope. When the weather is bad and children must stay inside all day, tempers may flair. Insecurities of all kinds come out when a child's routine is upset.

People working with children must be sensitive to the anxiety children feel when they do not know what is happening. For everyday changes, children can usually be reassured easily with simple explanations and guidance. This may take some effort and time, but the results will be worth it.

Stress

The changes discussed in this unit are situations which create stress in children and their families. When people feel extreme stress, they may react in many ways. There are adaptive ways of coping with stress, and there are maladaptive ways of coping.

Maladaptive Coping. Children learn maladaptive strategies of coping with stress by watching their parents and other role models. When children see their parents cope with stress on a regular basis by taking tranquilizers, they learn that stress can be reduced by taking drugs. When they see parents unable to unwind until they have had a couple of drinks, children learn that drinking reduces stress. When children watch overstressed parents lose their tempers, they learn that stress can be reduced by yelling or hitting others.

There are many other ways of coping with stress that can be harmful to one's self or to others. Smoking, overeating, and other compulsive behaviors are maladaptive ways of trying to get the body to relax. However, there are less harmful ways.

Adaptive Coping. Relaxation is necessary to reduce the physical tension the body feels when there is stress. It does not matter whether the stress is physical or emotional. In both cases, the body reacts the same, and relaxing is the answer. Some methods of relaxing that are healthful include physical exercise, meditation, quiet times, listening to music, gardening, reading, etc.

Of course, when the body is not fed properly, does not get enough rest, or is assaulted by disease, the result is stress to the body's systems. In these cases, good nutrition, plenty of rest, and proper health care can bring the body out of a stressed condition.

Children and Stress. Many children in our society feel the pressures of modern life. The changes discussed in this unit can create undue stress in children. For all children, the demands of living in a fast paced, technological society create a need for children to learn some adaptive coping skills for stress. Parents and other caregivers can show children some ways to do this.

Caregivers can also try to reduce the stressors on children to the best of their abilities. For example, children should not be asked to make decisions that they are not capable of making. Young children should not be asked to assume responsibility for an infant or toddler. While changes in routine are necessary and desirable, the stress of those changes can be reduced by preparing the children for the changes in advance. Most importantly, caregivers should let children know that there is a caring, supportive adult to whom they can turn for help or when they are uncertain or fearful.

Caregivers and Stress. In order for caregivers to deal effectively with children, they must be able to recognize and cope adaptively with their own stress. Recognizing stress is sometimes difficult, but usually our bodies try to tell us when they are overstressed. Whenever there is a lot of change or confusion, stress is more likely to occur. During these times, caregivers can take some extra precautions to try to relax. Sometimes these are the times children need to relax, too, so activities can be planned that help both the children and caregivers reduce stress. Establishing routines to meet the needs of the young child helps prevent stressful times for both children and adults.

Adaptation to Stress. Though all adults and children live with stress and change, particularly in modern societies such as our own, human beings are amazingly resilient. Children somehow manage to cope and grow up healthy despite the stresses and changes they experience. Adults who work with children can give them resources to do what they will naturally try to do—adapt to the environments and situations which they experience.

Summary

This unit has explored the effects on children of changes in the society, in their families, and in themselves. These changes can affect children indirectly through other people such as family members or caregivers. Or, these changes can affect children directly. These changes may cause more stress in children than they can handle alone. Understanding the special problems and needs of children under different kinds of stress can help caregivers to give the children the support they need in those situations. Caregivers must also be aware of their own stress in order to deal more effectively with the children.

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Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 17

LEARNING OBJECTIVE

Identify technological influences in children's lives.

DIRECTIONS

1. Arrange to visit a child care facility.
2. Observe and note the presence and use of technological equipment (TV, radios, cassette-recorders, computers, etc.)
3. Take a poll of the children to determine the number who have televisions (black/white or color), cassettes, stereos, VCRs, portable telephones, etc. Attach your notes to this lab report.
4. Answer the questions below.

KEY QUESTIONS

How does the availability of technical equipment affect the children's expectations?

How can caregivers help children to handle technical influences in their lives so that they are stimulated by their own imagination as well as through electronic aids?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 18

LEARNING OBJECTIVE

Determine adjustments families make following divorce.

DIRECTIONS

1. Arrange to interview one or more divorced persons to learn why types of adjustments must be made after a divorce.
2. Use the following questions:
 - a. What changes have you made since your divorce?
 - b. What changes have your children made?
 - c. How did you determine which changes were necessary?
 - d. What effects did the changes you made after your divorce have on your children?
 - e. How did the divorce affect your pride? Self-concept? Lifestyle? Routines? Social relationships? Finances?
 - f. Do you think the effects you experienced were the same for your children? How?
3. Attach your interviews to this lab report.
4. Answer the questions below.

KEY QUESTIONS

Discuss ways adults can make successful adjustments to divorce.

Cite examples of ways children can cope with the changes.

How can caregivers help children to deal with the changes within the family?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 19

LEARNING OBJECTIVE

Examine the reactions of children to a new baby in the family.

DIRECTIONS

1. Arrange to interview and observe a family that has recently had a baby and also has older children.
2. Based on the questions below, develop a set of questions to ask the siblings concerning their reactions to and feelings about the new family member. Examples: What is your new baby like? What did you think the baby would be like? etc.
3. Develop a set of questions for the parents asking how they prepared the older children for the arrival of the baby, their opinion of the effectiveness of their preparation; the reactions of each child to the baby, etc.
4. Attach questions and answers to numbers 2 and 3 (above) to this lab report.
5. Answer the questions below.

KEY QUESTIONS

Describe each child's reaction to the baby.

How did the parents attempt to prepare the other children for the arrival of the child?

What types of actions were the older children allowed to participate in? (e.g., holding, diaper changing, feeding, speaking to, etc.)

How does the amount of interaction with the baby affect the siblings' reactions?

Describe ways caregivers might influence children's reactions to new babies in the family.

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 20

LAB OBJECTIVE

Describe the effects of illness on children.

DIRECTIONS

1. Arrange to visit a pediatric care unit at a hospital.
2. Interview the nurses about the way they prepare children for the medical procedures they must go through and how they related to the children who are sick.
3. Answer the following questions.

KEY QUESTIONS

What special fears and needs do children have about getting sick and/or being in the hospital?

How can caregivers help children reduce their fears about getting sick and going to the hospital?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 21

LEARNING OBJECTIVE

Explore ways of helping children cope with stress.

DIRECTIONS

1. Arrange to observe young children.
2. Record signs of stress in the children. (Record the exact behavior and your interpretations of the cause.)
3. Classify these observations into external and internal causes for stress (e.g., caregiver yelling vs. too tired.)
4. Answer the following questions.

KEY QUESTIONS

Describe the internal causes of stress seen in the children.

Describe the external causes of stress seen in the children.

How could adults help children reduce the internal stressors?

How could adults reduce the external stressor for children?

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.

	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
 Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance: _____

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐

Specific*

_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

**Performance
Objectives**

**The Family
in the Community
Unit V**

Community Resources

- Describe community resources that provide services to children and families.
- Identify other community resources that provide legal and regulatory guidelines for child related services.
- Determine appropriate procedures for making referrals to community resources.

**Child Care Settings
as Community Resources**

- Examine how child care settings interface between the family and society.
- Describe resource and referral services for child care.
- Describe effective methods of communication between families and child care personnel.
- Explore ways to actively involve families in their child's care and education.
- Analyze the unique roles and contributions of both mothers and fathers in the child care program.

An Overview

Communities are important to children and their families. Just as children are members of a family, families are members of a community. Just as families help children to develop, communities have resources which provide services for families and family members. In this unit, some of those resources will be reviewed. Included among those community resources are child care settings. The interface of child care services and families will be explored in depth.

Community Resources

Just as each family is unique, each community has its own unique set of services available to families and children. So, while it is impossible to list all services available in every community, it is possible to outline some of the major types of services available in most communities. Individuals who work with children and their families can then seek out the particular resources in their own communities.

Providing Services

Community resources which provide services for families can be divided into those providing prevention services, those providing intervention services, and those providing services which enhance family and individual development.

Prevention. Community resources which provide prevention services focus on stopping problems in children and families before they start. For example, well baby clinics are often provided for families who cannot afford regular health care for their children. Preventative health care can save the community money in the long run. Babies who become very sick may end up in the county hospital. Or babies without adequate medical care simply may not reach their full potentials. In both cases, the community and society loses.

Other sources of prevention services include organizations like Planned Parenthood and the March of Dimes, which focus on family planning and the prevention of birth defects. Education programs such as those provided by the Council on Alcoholism work to prevent drug and alcohol abuse. These are only some of the example of services available to families and children which

focus on prevention. Many of these kinds of services emphasize education or learning new skills.

Caregivers need to be aware of these prevention services so they can make the information available to parents. Many parents do not know what services are available, and they do not even know how to go about finding out. When caregivers are tuned into prevention services available in their communities, their children's families are more likely to get help with things before they become problems.

Intervention. Caregivers must also be aware of community resources which provide intervention services to children and families. Unlike prevention services, intervention is necessary when there is an important problem in the child or family. For example, county hospitals often provide emergency care for people unable to afford other medical care. When there is suspected child abuse or neglect, intervention is provided by Children's Protective Services, an agency of the Department of Human Resources. Help for the parents can be obtained through resources such as Parents Anonymous or Mental Health/Mental Retardation Centers.

While government agencies often provide intervention services, there are also private and non-profit organizations which intervene in crisis situations. For instance, psychologists or counselors can be helpful to children or other family members who have problems with which they cannot cope by themselves. Suicide prevention and counseling hot lines provide anonymous interventions. Alcoholics Anonymous, Alanon, and Alateen can help alcoholic families who can no longer cope. There are many other sources of help.

Sometimes interventions are necessary when the family undergoes a change. When a child is suspected of having a disability, the family will need to be referred to an appropriate source for diagnostic services. Once a diagnosis is made, referrals must be made in order for the child to receive the special services necessary for adapting to the disability. Siblings and parents may also need support or training.

Many times, the state rehabilitation commission or the local mental health/mental retardation center can be helpful. Other organizations such as Easter Seals, the March of Dimes, and the foundations for various disabilities such as Muscular Dystrophy have information and support services.

Most disabilities have victim or parent organizations available. For instance the Association for Retarded Citizens is made up of parents and professionals who work with the mentally disabled. People First is an organization of retarded citizens who lobby in behalf of themselves and other retarded persons. These same types of organizations exist for other problems, including heart surgery, cancer, diabetes, etc.

Enhancement. Many families do not need intervention or prevention services. They may be functioning well and without major problems or potential problems. These families may desire services that will enhance individual or family development. For instance, scouting is often an activity that children and their families enjoy. Children's sports such as soccer and baseball can also provide healthy, enjoyable activities. Big Brothers, Big Sisters can enhance the lives of children in single parent homes.

Parenting courses can enhance parenting skills and marital enrichment groups or couples communication training can enrich marital relationships. The whole family can benefit from programs and the YMCA and YWCA. While churches can be considered sources for prevention and intervention, they most often act to enhance family life. The United Way is also a source for prevention, intervention, and enhancement services for children and their families.

Providing Guidelines

Sometimes people who work with children and their families need to know the legal or regulatory guidelines about a particular topic. For instance, the state family code will provide legal information about divorce, family violence, custody, visitation, etc. Department of Human Resources provides guidelines for reporting suspected abuse or neglect. These can also be found by calling the hot lines for child abuse, such as the national line, 1-800-4 A CHILD.

Sometimes there is an emergency need for resources. If these are not known, the police, sheriff, judges, lawyers, etc. may need to be called for assistance. They may be better equipped than we are to make decisions about referrals during emergency situations.

Referral Procedures

Referring children and families for community services may be more difficult than one would think. Many times, the children and families which need the most help are the ones which are the most reluctant to seek or to accept special services. This is particularly true when parents feel defensive about their abilities to provide for their children's physical, emotional, and intellectual well-being.

When children have problems, parents may naturally be reluctant to face those facts. Denial is a normal part of a parent's reaction to the news that a child has a problem. Rather than pushing the parent to accept it, those of us who work with children and their families can encourage the parents to observe their child more closely, perhaps in different situations, for a while. Then we can suggest that we meet together again in a

week or so. This gives parents time to get used to the idea that their child may have special needs. Once parents agree that special services are needed, they must be directed to proper community sources.

Whether the services are for a child or a parent or the whole family, they must be appropriate for the particular need. When families are referred to inappropriate or ineffective service sources, they feel frustrated and helpless. After a bad experience, they may decide they do not want to try again. The person making the referral for the family also needs to be aware of the referral procedures for the service they are suggesting. This way, they can let the family know what to do in order to receive the services.

There are some referrals which cannot depend on the family's readiness. For example, any adult is bound by law in most states to report any *suspected* case of child abuse or neglect. Of course, this cannot wait until the parents are willing. When in doubt, call anyway. In the case of children's lives, it is better to be safe than sorry.

Child Care Settings as Community Resources

It has been said that there is a crisis in child care in our society. With more mothers of young children working outside the home, there is a greater need than ever of quality child care settings. These settings are, indeed, important community resources since they provide one of the most important services to a family - care for its children.

Child Care, Family, and Society

Families provide the main socialization to a child in our society, but schools also socialize children. For young children, child care settings are comparable to the public schools for older children. Because the family, education, and child care are institutions, they are important parts of society.

When we say child care is institutionalized, it means that in our society, we expect certain things from child care. These expectations for child care settings may still not be very clear to everyone. However, because of the need and importance of norms in this area, laws, regulations, and guidelines are being drawn up governing child care facilities and child caregivers.

Resource and Referral Services

Because parents do not always know what to expect in quality child care settings, they may not know how to choose care for their children. Only recently have resource and referral services for child care begun to appear. These services range in their degree of helpfulness to parents. Until recently, the only service

available has been a list of licensed and registered facilities in the area, with no indication about which ones have been checked for minimum safety standard violations. (In Texas, licensed facilities are regularly checked, but registered facilities are never checked unless someone calls DHHR to report a violation.)

There is a move in many cities to provide more adequate information to parents about the qualities of the child care settings available. In addition to telling parents whether a facility meets minimum safety standards, some referral services may provide information about the education and backgrounds of the caregivers, the programming available for children, the physical facilities, etc.

Of course, any parent should visit several child care settings before deciding where to place a child. The early experiences of childhood set the stage for all later learning and emotions. In order for these experiences to be of the highest quality, the child's care must also be of the highest quality. More time and effort should not be spent picking out a car than is spent picking a child care setting for a child.

Communication

Once a child care setting has been chosen, and the child is receiving quality (hopefully) care, it is important that the family and child care personnel communicate effectively. It has been stated throughout this guide how important it is for caregivers to know what children may be experiencing at home or in the community. By the same token, parents need to know what the children are experiencing in the child care setting. Primary and secondary caregivers must always work closely together to ensure continuity of care for the child.

The communication between families and caregivers can take many forms. Individual meetings can be held at a formal time, or they can take place informally at arrival and departure times. Group meetings of all or some parents can be a good way to share concerns and ideas.

The method of communication is not as important as the message behind the communication. Caregivers who see parents as "bothers" will likely give them the message that they are not valued as a part of the child's educational team. These caregivers will communicate with parents only when absolutely necessary—usually, after a crisis situation. Unfortunately, children suffer from this attitude. It may take more effort for caregivers to actively communicate with parents, but effective learning can take place only when there are shared goals between parents and caregivers.

In order for goals for the child to be shared, parents and caregivers must be aware of each other's philosophies of child care. Sometimes facility policies dictate a certain philosophy. If parents want their children to have nonsexist education, they should communicate this desire to the director or caregiver, and then they need to follow up to make sure it is being carried out. If this will not be done at the facility, the director or caregiver should not mislead the parents.

Involving Families

There are many methods of communication which actively involve families in their children's care and education. Some of these include parent meetings, check sheets for parents, newsletters, notebooks which are sent back and forth between parents and caregivers, etc. The phone is also an excellent way to maintain contact with parents. When parents' and caregivers' schedules do not allow face to face meetings, the telephone can help parents to stay involved in setting the programming goals.

Parents and other family members can become involved through workshops, family picnics, and special projects of the facility. Parents' Days cannot only keep parents involved, but they can help the facility use the unique talents of all parents.

Contributions of Mothers and Fathers

When asking for parents' help, fathers should not be forgotten. Too often the primary caregiver is thought of as only the mother. However, this is not true. Fathers are becoming more involved in their children's care, and they have much to offer in the way of ideas for their own child's care and help to the child care facility. Both fathers and mothers can drive buses, help prepare sack lunches, change the oil in the center's van, paint, and build playground or classroom equipment.

When children do not live with their fathers, they are still often involved with each other. These fathers might want a chance to become involved at the child's school. Other children may not have fathers or may not see them often. However, most of them have a special adult male such as a grandfather or uncle or friend who might like be invited to become involved in the child's care and education.

All parents play unique roles in the lives of their children. The contributions parents can make to child care settings and programs are important resources for the children and for caregivers. In fact, parents, children, and child caregivers can be important resources for each other.

Summary

This unit has explored the types of community resources that are available to provide services of different kinds to children and their families. Legal and regulatory guidelines for child related services and procedures for making referrals to these community resources were noted. Child care settings were viewed as community resources, and parent involvement was discussed.

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Student's Name: _____ Date: _____

Course: _____

LAB EXPERIENCE 22

LEARNING OBJECTIVE

Explore community resources for parents and children.

DIRECTIONS

1. With a small group of fellow students, prepare a presentation about community service available to children and their families in your community.
2. Arrange to present this information at a parent's meeting of a child care facility.
3. Answer the following questions.

KEY QUESTIONS

What information about family and child services are parents most likely to need?

How easy or difficult would it be for a parent in your community to find out about the special services available?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 23

LEARNING OBJECTIVE

Examine referral procedures for child and family services.

DIRECTIONS

1. Arrange to visit two emergency resources that might need to be used by a caregiver (e.g., sheriff, DHR Children's Protective Services, police, judge, attorney, etc.)
2. Prepare a set of questions for each about the circumstances under which the resource would be used and the procedures involved in using these resources.
3. Answer the following questions.

KEY QUESTIONS

When should those who work with children use emergency resources for providing services to children and their families?

What procedures should be followed by caregivers seeking emergency help for a child or family?

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 24

LEARNING OBJECTIVE

Investigate resources and referral services for child care in the community.

DIRECTIONS

1. Arrange to interview five parents of young children in child care.
2. Prepare a set of questions asking about the way they chose the child care facility.
3. Answer the questions below.

KEY QUESTIONS

What information do parents have available to help them in choosing a child care facility? How easy or difficult is it to find such information?

What do parents know about licensing standards and evidence of quality or non-quality care?

What child care referral services are available for parents in the community?

Student's Name: _____ Date: _____
Course: _____

LAB EXPERIENCE 25

LEARNING OBJECTIVE

Observe communications between parents and caregivers.

DIRECTIONS

1. Arrange to visit a child care facility during arrival or departure time.
2. Observe the communications between parents and caregivers.
3. Answer the questions below.

KEY QUESTIONS

What type of information was exchanged during arrival and/or departure times?

Were the parent-caregiver interactions usually equal, or did one person tend to dominate the conversation? How?

Were parents encouraged or discouraged from giving or asking for relevant information about their child? Explain.

Were negative things about the children discussed in front of them? If so, who initiated the discussion? (If parents initiated this, how did the caregiver react?)

Student's Name: _____

Date: _____

Course: _____

LAB EXPERIENCE 26

LEARNING OBJECTIVE

Analyze the effectiveness of parent meetings.

DIRECTIONS

1. Arrange to attend a parent-caregivers meeting.
2. Observe the interactions between parent and caregiver.
3. Answer the questions below.

KEY QUESTIONS

Describe the room arrangement and seating arrangement of all participants.

What type of attitude did the director/caregiver display? The parents?

What information was exchanged?

What was the purpose of the parent-caregiver meeting?

Analyze the outcome of the meeting for parents and for caregivers.

SELF-EVALUATION FOR LABORATORY EXPERIENCES

Name of Student: _____ Date: _____

Course Instructor: _____ Course: _____

Lab Experience: _____

Briefly describe the events of your experience.

Answer the following questions.

	Yes	No	N/A
1. Did I read the unit overview and assigned readings?	☐	☐	☐
2. Did I read the lab experience carefully before beginning?	☐	☐	☐
3. Did I follow the directions?	☐	☐	☐
4. Did I arrive on time as planned?	☐	☐	☐
5. Were my materials or equipment ready?	☐	☐	☐
6. Did I know the assignment well enough to carry it out without referring to notes?	☐	☐	☐
7. Did I introduce myself to the caregiver and children?	☐	☐	☐
8. Did I achieve the learning objective for the lab experience?	☐	☐	☐
9. Were my personal goals for the experience achieved?	☐	☐	☐

Describe what you feel you accomplished as a result of this experience.

How could you improve your performance?

PARTICIPATION EVALUATION

Name of Student Observed: _____ Date: _____
 Course: _____

Name of Instructor Evaluating: _____

Lab Activity: _____

Setting for the Observation: _____

Description of the Student's Performance: _____

EVALUATION CHECK LIST

General:	Superior	Good	Fair	Poor	N/A
Planning	☐	☐	☐	☐	☐
Age-appropriateness	☐	☐	☐	☐	☐
Preparation of materials	☐	☐	☐	☐	☐
Introduction to the experience	☐	☐	☐	☐	☐
Carrying out the plan	☐	☐	☐	☐	☐
Quality of initiating	☐	☐	☐	☐	☐
Quality of responding	☐	☐	☐	☐	☐
Voice tone	☐	☐	☐	☐	☐
Use of language	☐	☐	☐	☐	☐

Specific*

_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐
_____	☐	☐	☐	☐	☐

COMMENTS

*The instructor will fill in specific behaviors to be observed based on the lab experience. This should be done before the student is observed.

Glossary

acculturation

A majority-minority group process in which the minority group leaves its own culture behind and takes on the norms of the majority group.

agents of socialization

People or organizations in a society who pass on the culture to new members.

androgynous

The ability to use both feminine and masculine strategies in order to reach one's goals. The possession of both feminine and masculine qualities.

annihilation

The majority-minority group process in which the majority group tries to destroy the minority group or its way of life.

assimilation

A majority-minority group process in which the groups blend together, each borrowing from the norms of the other.

authoritarian

A parenting style which stresses obedience.

birth order

A child's position in the family. (Example: first born, youngest, etc.)

blended family

Families which are created when two people who already have children marry each other. The families must blend together into one family.

capitalism

Private or corporate ownership of a society's means of production.

Caucasoid

A racial classification which includes many people of European and Middle Eastern descent.

cognitive

Intellectual. Cognition is the process of knowing.

cohabitation

The act of living together as a couple without intending that society view the union as a marriage.

cultural pluralism

The condition of a society in which there is not a majority or minority group. All cultural groups and their norms are respected, and all groups have equal access to power and financial resources.

culture

A way of life shared by others in the society.

democratic

A parenting style which stresses independence with responsibility.

developmental regression

The regression of a child to an earlier developmental level. This is usually caused by extreme stress. (For example, a child who is toilet trained may begin wetting the bed when the family goes through a divorce.)

discrimination

Treating individuals badly simply because they belong to a certain group. This involves denying them the rights and privileges which others in the society enjoy.

egocentric

The inability to see another person's perspective. All small children are egocentric.

endogamy

The practice of marrying within one's own group according to the norms of the society.

ethnic

Referring to different cultural groups, usually divided by original nationality or regional origin.

ethnocentrism

Judging other groups or cultures from the viewpoint of one's own group or culture.

exogamy

The practice of marrying outside of one's own group according to the norms of the society.

extended families

The nuclear family plus other relatives.

family life cycle

The developmental sequence families go through.

family of origin

The family into which a person is born.

family of procreation

The family created when a couple marries.

function

Purpose.

group marriage

A type of polygamy where several men are married to several women at once.

incest taboo

A norm which tells the members of a society that they must not mate with close family members. (The incest taboo is found in every society; however, different societies have different norms about who should be considered "close".)

latch-key children

A common term used for children whose parents are not able to be at home after school and are not able to provide alternative child care. These children often carry keys to their houses so they can let themselves in.

majority group

The cultural group in a society which has access to political and economic power that other groups do not.

minority group

A cultural group of any size within a society which has less access to political or economic power than another group in the society.

mobile

The ability to move easily from one location to another. In our society most families are mobile.

monogamy

Marriage of one man to one woman.

Mongoloid

A racial classification which includes many people of Asian or native American descent.

mutual regulation

The process of people adapting to one another's personalities and habits. Parents and children must do this from birth.

negotiate

Bargain; to come to terms.

Negroid

A racial classification which includes many people of African descent.

norms

Expectations shared by members of a society.

nuclear families

Parent(s) and children.

permissive

A parenting style which stresses freedom.

polyandry

A type of polygamy in which one woman is married to several men.

polygamy

The practice of having more than one spouse.

polygyny

A type of polygamy where one man is married to several women.

prejudice

Judging individuals simply on the basis of group membership.

primary caregivers

The people who care for a child and have the primary responsibility for the child's welfare. (In our society these are usually the parents.)

role-taking

Taking the point of view of another person.

secondary caregivers

The people taking care of a child who have been authorized by the primary caregivers to be temporarily responsible for the child's welfare.

self-fulfilling prophecy

A principle of socialization which states that people will act the way others expect them to act and tell them they will act. (Example: If Johnny hears enough times that he is a thief, he will probably start stealing.)

serial monogamy

A series of monogamous marriages.

social interaction

Social actions and reactions between people.

social institutions

A system of statuses and roles organized around activities important to the society.

socialism

Government ownership of the society's means of production.

socialization

The process of learning how to function as a member of a society. The process of coming to understand the symbols and norms of a society.

socioeconomic status

The classification of a family within the society based on their economic worth and social standing in the community. (In our society social status is often determined by the prestige associated with the occupation of the head of the household.)

society

A group of people who live in a certain geographical area and who share a common culture.

step relations

People who are related by the blending of two families. (For example, stepfathers, stepmothers, stepgrandparents, stepbrothers and stepsisters.)

stereotype

A belief that certain people have certain traits simply because they belong to a certain group. This usually refers to personality or behavior traits.

structure

Form; the organization of parts.

temperament

Inborn personality traits.

transitions

Changes which families go through.

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